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ABSTRACT

This report describes current efforts in American colleges and universities to incorporate an international perspective in the preparation of teachers and other educational personnel. Chapter I presents an overview of international teacher education and a synopsis of several related studies. The second chapter presents the data. It is organized into five major parts determined by the basic characteristics of any teacher preparation program, i.e., institutional factors, curricula considerations, resource and faculty situations, planning constraints, problems, and the delineation of future policies and needs. A summary of the findings and implications is presented in Chapter III along with a brief overview of data collection and analysis procedures. Chapter IV contains a series of studies involving international-intercultural education. An extensive bibliography and appendixes with related project material are included. (MJM)

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THE INTERNATIONAL DIMENSION OF AMERICAN TEACHER EDUCATION

A SURVEY OF INTERNATIONAL EDUCATION IN TEACHER EDUCATION PROGRAMS OF AMERICAN COLLEGES AND UNIVERSITIES

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FOREWORD

The present study had its inception in the on-going discussions between AACTE and the Office of Education on the role and responsibility of colleges of education in professional preparation programs. The particular question the Office of Education wanted answered were what was the current state of the art of internationalized teacher education. The study was initiated in May 1971 with the endorsement of the AACTE Commission on International Education. The Commission gave general direction to the study from its inception and appointed a Task Force which worked closely with the project staff. The task force members included the following:

Dr. Irwin Abrams, Professor of History, Antioch College and Coordinator of International Programs, Great Lakes Colleges Association.

Dr. R. Freeman Butts, Associate Dean for International Studies, Teachers College, Columbia University.

Dr. John A. Carpenter, Director of Center for International Education, University of Southern California.

Dr. Arthur P. Coladarchi, Dean, School of Education, Stanford University.

Dr. Lawrence Metcalf, Professor of Education, University of Illinois and Director of Teacher Education, World Law Fund.

We would like to express our thanks to the members of the project staff, Mrs. Marni Pfeiffer, Miss Sara Millard, Mrs. Marilyn Sheahan and Miss Daisy Edwards for their contribution to the study; to Dr. Edward C. Pomeroy, Executive Director of the American Association of Colleges for Teacher Education for his encouragement in urging that the study be done; and, to Dr. Paul Orr, Chairman of the Commission on International Education and Dean of the School of Education, University of Alabama who helped to conceptualize the study and then gave of his considerable experience and expertise in international education. We also wish to acknowledge, with appreciation, the time and thought of students, faculty members and administrators of the colleges and university who responded to our questionnaire and to the questions we asked during our campus visits.

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CHAPTER I

INTERNATIONAL EDUCATION IN AMERICAN TEACHER EDUCATION

INTERNATIONAL EDUCATION IN AMERICAN TEACHER EDUCATION

This report describes current efforts in American colleges and universities to incorporate an international perspective in the preparation of teachers and other educational personnel. Further, this report, based on a national survey conducted by the American Association of Colleges for Teacher Education, provides a baseline to gauge progress in this field in the coming decade. It also proposes a series of recommendations designed to encourage the more rapid development and dissemination of promising organizational and curricular practices and the wider application of concepts to the renewal process of the teaching profession in a culturally pluralistic society within and part of a global society.

This report draws primarily on data drawn from colleges and universities, and focuses here to a large extent on the professional schools of education within institutions of higher education. It is recognized that transition to newer forms of intellectual endeavor and experience, emphasizing an international perspective for teachers, must come to grips initially with the opportunities and constraints that institutional arrangements impose on innovation in education. The recommendations for future action are, therefore, couched largely in institutional terms.

It is also recognized, however, that new relationships among ideas and new linkages across institutional lines are being forged in the modern world. Business, the arts, the media, special interests of youth and previously disenfranchised minorities are creating new channels of communication and new environments for learning. This trend is also reflected in

the increasing rapprochement between universities and the schools and the growing partnership between these institutions in the preparation of teachers. The premises on which the recommendations are based take cognizance, therefore, of the larger institutional and social milieu in which the preparation of teachers and other educational specialists takes place.

In this report teacher education is viewed from two perspectives. First, teacher education is broadly conceived as a: (a) multifaceted process contributed to by the various components of higher education (the general and specialized studies and the professional courses and experiences) and the schools, whose realities and complexities provide the behavioral objectives for prospective teachers and, (b) as a continuing process in which the teacher's success is dependent on the ability to incorporate in his/her professional work the demands of changing social realities, the knowledge explosion and technological progress

Second, it is recognized that society and education have a reciprocal influence on each other. The potential role of education as a medium for change derives largely from the assumption that the school is an institution established by society for the purpose of preparing the young to participate in that society. Education's philosophy and objectives are therefore usually framed with reference to the ideals, the aspirations and the needs imbedded in the culture of that society. In essence, the structure and guiding principles of a nation's educational enterprise are inevitably molded by the society it serves.

Society, on the other hand, cannot without peril to its continued existence, ignore its educative function nor fail to be influenced by the

living personalities whose development is encouraged and directed by formal and informal educational opportunities. It is true that teachers, textbooks, curriculum guidelines and audio visual aids tend to support society's values, approved skills and behavior patterns. These values and patterns are further buttressed by non school influences in the media, the arts, and in the conditions and opportunities for work and play. But there is an insistent reciprocal influence being exerted on the social system by the individuals and groups being educated as they pose alternatives, experiment with the novel, explore the unknown, and commit themselves to new personal and social aspirations.

Teacher education, the educational system as a whole and the social, cultural and ideological milieu in which they function thus represent a complex interplay of forces - an arena within which movement and change is the dominant characteristic. New alignments, new relationships resulting in new structures are constantly being forged as individuals, groups and institutions search for accommodations and balances within the cauldron of change.

Social Change and Education

This analysis suggests that differentiated progress in both the speed of change and its magnitude is to be expected among the various institutions that make up society, education and teacher education. At no point in time will there be a strict correspondence between the values, goals and conditions of society and the educational institutions and processes that are supposed to reflect them.

Formal educational systems as well as the informal educative processes have throughout human history reflected the chasm that separates human aspiration from human achievement and social theory from social practice. In any educational system the school has been both insular and insulated, circumscribed by a vision that is narrower and more confining than the social territory it professes to encompass, and protected by tradition and inertia from the challenging and dynamic forces of social interaction in the world.

The past may have been able to afford the luxury of these limitations. Its guiding educational principles were buttressed by many social, political and economic forces which helped to sustain the dichotomy between schooling and life. The elite could, without fear of serious contradiction, use society's educational tools to shape their progeny in their own image, often to the detriment and disparagement of the rest of society. Society's leaders could afford to maintain a philosophical view that deprecated action and celebrated the unchanging nature of ideas and values as long as the dependent multitudes remained inert and passive. They could safely promulgate the view that security and social welfare depended on the maintenance of a hierarchy based on economic, personal or cultural distinctions.

Within such an ideological and institutional climate the selection of teachers, their preparation and the conduct of education generally was inevitably affected. The teachers were no less a product of societal values and practices than the future citizens whom they educated. They tended to express in the school's activities the same attention (or lack

thereof) of human rights, for example, that was characteristic of society and their training institution. Like any other institution or individual, therefore, teacher education and its products can be subject to attitudes of alienation, chauvinism, isolationism and a sense of powerlessness to deal with local or global problems. And these attitudes can then be transmitted to the classroom.

Commenting on this problem the authors of Education for 1984 and After say: "The prevailing 'provincialism' of our conception of what a teacher should be may do as much as deficiencies in salary schedules, training programs and working conditions, to account for the fact that, even in institutions predominantly dedicated to teacher training, our best preservice prospects all to (sic) frequently change their career selections. The actual 'provincialism' of our teachers is also a hazard. Even imagination and warmth depend, in part, on what one has seen of life. Most of our teachers are recruited from middle class families. As one student of poverty has aptly put it, very few 'middle class trained people can begin to imagine the world of the Puerto Rican, the Negro, the Spanish American, or the 'Anglo' hillbilly, a world where 'Mexican boys in Southern California hear of a future of work in the citrus industry, or following the crops, and Negro boys of the hot, heavy unskilled dirty work performed by most men known to them ..."[1]

This comment makes serious charges against the competence of the teaching profession and those who prepare them to cope with the rapidly shifting basis of cultural life in America. It points to cultural lag as a predominant principle in assessing the flexibility of education generally

to cope with emerging social needs. It suggests that the goals and processes whereby education conducts its affairs be constantly reexamined. It points to the need for teacher education programs to create in prospective teachers a sensitivity toward cultural change. It serves as a basic motivation to reduce the gap between social expectation and educational reality through a program of continuing education of teachers once they enter the profession. Finally, and by inference, the comment implies a belief that improvement in the quality of education can indeed make a difference in the quality of life of individual citizens and in the welfare of society. The teacher and his/her training are pivotal in this respect. The school must turn the men and women who are professionally committed to educational change and improvement. "More than ever before, the substance of America's future resides in our teachers," writes U.S.O.E. Commissioner S.P. Marland in his 1971 Annual Report.

What, in principle, is this future for which the teaching profession and teacher education must bear responsibility? First, it is a future in which increasing rapprochement is made between realities and aspirations of society and quality and substance of the educational enterprise.

On this premise, radical or evolutionary changes in human society demand a relevant response from teacher education:

- in the environment in which the preparation of teachers and specialists takes place;
- in the intellectual problems that form the substance of the preparatory and inservice training
- in the clinical experiences that prepare the teacher for the classroom

- in the involvement of the teachers in the critical issues of society
- in the greater cooperation between producers and consumers, i.e., between the institutions and processes that train teachers and the schools and communities.

It is the character of this response that will make a vital difference for "Without teachers whose own knowledge and attitudes are in tune with the demands which ... society now makes for the application of new knowledge, there is little chance that new perspectives can be introduced into the structure and content of modern education ..."[2]

Changing Society, Changing World

In a world divided ideologically, economically, and politically few would dispute that explosive alterations are taking place in the social fabric of the twentieth century. The causes and manifestations of these alterations are difficult to assess because events do not stand still. Both the substance of the alterations and the context in which they occur are changing as mankind responds, acts, chooses, values and fights in his attempts to mold events to his goals.

Older forms of authority are loosening their grip as the young, the disenfranchised, the colonized and the discriminated react against the controls which have previously dominated them. New technologies have been unleashed building, "a loom of truly global dimensions - one on which new and sturdy threads are weaving together formerly independent social tapestries, penetrating, disrupting and overlapping old social patterns, and transmitting the shocks of social change throughout the global fabric."[3]

Growing social unrest and the insistent drive toward interdependence appear to be the most characteristic manifestations of change in America. What is equally apparent, however, is that the new social patterns, the new interdependencies among men and the shock of new technologies are not exclusively an American phenomenon. Social unrest among youth, for example, is a world-wide phenomenon. At the same time mankind is forging new bonds and developing common purposes. These are supported by a technology that permits and encourages the interpenetration of societies and individuals on each other, making a new conception of "society" possible. As the authors of the Education and World Affairs study point out, it is a world society, shrinking in those aspects gauged by time and distance and expanding in a myriad of human relationships forcing every man to become more broadly involved with his neighbor.[4]

The related concepts of a shrinking world, expanded human relationships, and commonality of purpose across cultures and nations necessitate a reconsideration of what type of society will be the future arbiter of the role education and the teacher will play. America is inextricably involved in the newly emerging global patterns. Americans, as participants in the process of social change within the world, will inevitably be led to change their conception of education in general and the preparation of teachers in particular. Robert North writes: "The behavior of people everywhere will depend crucially upon the ways in which they are taught to perceive and interpret the universe, the earth and its envelope, the world community, their own respective nations, themselves and their families ..."[5]

This study emphasizes primarily the international dimension for teacher education. But the national dimensions of social change and its impact on education would tend to support the long range view of Robert North. The recognition of inequities foisted on the poor and the culturally and ethnically different within America have already motivated considerable impetus toward change in American education. On the global level much less has been done to bring education and the training of teachers out of its culture-bound, parochial and insular state. It should be noted, however, that whether teacher education makes a concerted effort to incorporate an intercultural dimension into its programs and activities or not, the world will continue to impose its tensions, interdependencies and crises into the substance of our lives.

Historical Development of International Education in America

If the previous analysis creates the impression that nothing has been done to alleviate the neglect of international studies and experience in American higher education and teacher education it is not entirely correct. The findings of this survey do point to significant gains as far as concepts and program strategies are concerned. But the findings also point to the lack of widespread impact of these concepts and strategies. Their diffusion to and permeation of the 1,000 or more institutions that annually educate over one quarter million teachers has been neglible.

But what of the historical efforts by institutions, government agencies, foundations and other privated bodies to encourage an awareness of the world as central substance of the education of teachers and citizens?

In the field of teacher education several studies have been undertaken in recent years to probe and gauge the response now being made by American teacher-preparing institutions to the global challenge outlined above. In 1967 Education and World Affairs published a Task Force report assessing the role of professional schools of education and suggesting future courses of action.[6] In 1966 the Foreign Policy Association began a study of the objectives, needs and priorities in international studies at the elementary and secondary levels as well as in the realm of teacher education. The study attempted to bridge the "discipline-professional gap" by bringing together classroom teachers, teacher educators, social scientists, historians, geographers, and others in an effort to develop a broad consensus on major priorities in the field of international education. In the same year the American Association of State Colleges and Universities reported on a study of approximately 200 member institutions regarding the emphasis placed on international education on the respective campuses.

A major study related to teacher education was completed by the American Association of Colleges for Teacher Education under the direction of Dr. Harold Taylor. During the course of the project, entitled "The Preparation of American Teachers in the Field of World Affairs," Dr. Taylor visited over 50 AACTE member colleges and universities specializing in teacher education to analyze the content and quality of their curriculum in world affairs. Two publications reported the findings of this survey, which provided a conceptual framework for internationalizing America's future teachers and suggested needed areas of research.[7] The most recent

series that posits behavioral and cognitive goals for teacher education has been published jointly by the Center for War/Peace Studies, The American Political Science Association and The International Studies Association. Entitled the Global Dimension in U.S. Education, the series consists of four documents focusing on international education in the university, the secondary school, the elementary school and the community.[8]

These and related studies represent a major advance in the thinking of that segment of the American educational community concerned with the advancement of international studies in higher education and teacher education. Previous studies[9] recognized the need for the development of a citizenry sensitive to and knowledgeable about the interlocking network of global relations. But they paid scant attention to the role of teacher education in this process. The newer studies, however, are coming to realize the potential contributions of one of the pivotal professions, teacher education, whose programs link American higher education with the American public and the American nation with the rest of the world.

Role of Federal Government

Focusing for the moment on the federal government's programs, it is probably safe to say that the past two decades have witnessed an increased awareness by the federal government and its agencies of the educational task to be undertaken overseas. This awareness, coupled with an increasing reliance upon university personnel to accomplish these educational tasks, has brought about the creation of a new constellation comprised to the government and American institutions of higher education.

The relationship between government and education in spheres of activity outside of international education is not of recent origin. Indeed, on March 2, 1967, the U.S. Office of Education celebrated its first century of operation. During this period the Office of Education had far exceeded its original information clearinghouse function and has received legislative mandate to support land-grant colleges, vocational education, grants to Federally impacted areas, and cooperative research. Furthermore, as Congresswoman Edith Green reported in her 1963 study of the Federal Government and Education, "all told, 42 departments, agencies and bureaus of the government are involved in education to some degree."

Most of these involvements focus on domestic programs within the United States. Beginning in the late 1940's, however, with the inception of President Truman's Point Four Program, higher education became increasingly involved in America's technical assistance activities overseas. During the history of the Point Four program and its successor agencies individuals and institutions became increasingly involved in the development of educational systems and training programs in Asia, Africa and Latin America. The Agency for International Development has probably been the largest training ground for American higher education personnel in international studies. In a 1970 study, AACTE detailed in Teacher Education and AID, the global scope of the American teacher education involvement in international projects. The reciprocal effect of the many hundreds of university professors as they returned to their domestic tasks in the United States is an important feature of the present study. The de facto involvement of American higher education in international

studies and projects through AID, was given another dimension with the passage of the National Defense Education Act in 1958. The NDEA was designed to "strengthen the national defense and to assist in the expansion and improvement of educational programs to meet critical needs ..." The Act placed, for the first time, modern language training on a federally supported pedestal alongside mathematics and natural sciences. The Act has supported the creation of some 106 language and area studies centers in American universities providing training of specialists who have stimulated the growth of additional programs without government support. A recent analysis of the language and area studies program has been completed by the Social Science Research Council. The study, as well as this survey, indicate little, if any, impact on the training of teachers, however.

Three years later, in 1961, President Kennedy launched the Peace Corps as a part of his overall program that committed the United States to a "positive interest in helping less developed nations secure decent living standards for their people and achieve sufficient strength, self-respect, and independence to become self reliant members of the community of nations."[10] It should be noted that the conception of national goals had expanded, since the passage of the NDEA, to embrace not only the security of our nation but also the well-being and self-reliance of all nations.

The Peace Corps represented one of the many tools designed to achieve international goals. From the beginning, America's institutions of higher learning were regarded as vital sources of expertise in the

education of Peace Corps manpower. In his first report on the Peace Corps, Sargent Shriver wrote, "As a high educational venture, its proper carriers are our traditional institutions of higher education." Shriver was by no means content, however, with a mere parasitic relationship. He added, "It is time for American universities to become truly world universities. They need to expend their horizon(s), their research and curriculum - to the whole world. The Peace Corps will help them with this transformation." It was clear that a symbiotic relationship was envisioned between the Peace Corps and the university. Higher education was being called upon to bear major responsibility for providing the expertise in education and research for the conduct of international affairs. The universities were being asked to provide an education not only to preserve our borders, but, through the Peace Corps, an education designed to banish the concept of borders, both within the university and in the world at large.[11]

The most recent and ambitious effort to "internationalize" American education was heralded by the passage of the International Education Act in 1966. No congressional appropriations have, however, been made. The Act represented a significant breakthrough in America's educational involvement in the world. For it focused not on technical assistance or on the specialist in language and area studies alone, but on the broader task of preparing the American student, prospective teacher, lawyer, engineer and citizen to grow in understanding and competence in a modern world society.

In recent years, with the establishment of the Institute of International Studies in the United States Office of Education, the most effective

federal support for teacher education has taken place. The Institute has carried on its mandate to foster the growth of language and area studies, but has managed to apply the support to a much broader base of recipients. Through its group projects, foreign curriculum specialist program, special interinstitutional research projects as well as doctoral and faculty research programs, the Institute has opened new channels to professionals who are not primarily language and areas studies specialists, but who are, through study, research, and teaching, incorporating an international dimension into their educational activities. Two of the Institute's most recent programs, designed to encourage innovative curriculum projects in international education in both undergraduate and graduate programs are providing addditional impetus to the wider involvement of departments and personnel in colleges of education in the development of an international dimension in teacher education.

The Organization of the Report

This report is organized into five sections. Chapter I presents an overview of international teacher education, its background and development into a necessary aspect of American personnel preparation program and a synopsis of the several important studies that have preceeded this report. The chapter also states the research problem and indicates its educational significance and identifies the methodology used to obtain data for this study.

The second chapter presents the data. It is organized into five major parts determined by the basic characteristics of any teacher preparation program, i.e., institutional factors, curricula considerations,

resource and faculty situations, planning constraints and problems and the delineation of future policies and needs. It includes the tabular presentation of the data and some discussion of the relationship of findings to the research hypotheses and problems.

A summary of the findings is presented in Chapter III along with a brief overview of data collection and data analysis procedures. Of greater importance are the implications of the findings and recommendations which are addressed to various clientile associated with personnel preparation programs, namely, the colleges and universities, the state and federal offices of education who control both resources and certification, the accreditation agencies and, finally, the professional associations.

A series of significant studies have been prepared for Chapter IV by individuals involved in international-intercultural education. These studies include a bibliographic essay, a paper focusing on research in international teacher education, a review of the contributions of state governments to international education and an analysis of the basic principles to be considered in developing an international teacher education program.

The report concludes with a series of appendices. The first of these focuses on the research plan, the method of sampling, the characteristics of the measurement instruments and the statistical procedures used in data analysis. Other appendices include a bibliography, the names of the advisory group for the study, the various letters of transmittal and, finally, the instrument used to collect the data.

NOTES

[1]Paul Olson, et al, editors, EDUCATION FOR 1984 AND AFTER. Sponsored by the Directorate of the Study Commission of Undergraduate Education and the Education of Teachers, Chicago, 1971. p. 30.

[2]Harold Taylor, "The World of the American Teacher." Address to the Twentieth Annual Indiana Teacher Education Workshop, Turkey Run. State Park, November 5, 1967.

[3]Raymond E. Platig, International Relations Research: Problems of Evaluation and Advancement. New York, Carnegie Endowment for International Peace, 1966. pp. 1-2.

[4]Irwin Sanders, et al, The Professional School and World Affairs. New York, Education and World Affairs, 1967. p.19.

[5]Robert North, "The World of Forthcoming Decade: A Pessimistic and Optimistic View, " p.21. (Mimeo excerpts).

[6]Sanders, op. cit.

[7]Harold Taylor, The World and the American Teacher. Washington, D.C., American Association of Colleges for Teacher Education, 1968.

[8]Global Dimension in U.S. Education: Charles Bloomstein, General Editor. Center for War/Peace Studies. New York, 1972: including The University, Maurice Harari; The Secondary School, James Becker and Maurice East; The Elementary School, Judith Torney and Donald Morris; The Community, William C. Rogers.

[9]The University and World Affairs. New York, The Ford Foundation, 1960; Nason, John W., Chairman, The College and World Affarirs. Report of the Committee on College and World Affairs. New York, The Hazen Foundation, 1964; Bidwell, Percy W. Undergraduate Education in Foreign Affairs. New York, King's Crown Press, 1962; Non-Western Studies in the Liberal Arts College. Association of American Colleges, 1964.

[10]John F. Kennedy, Speech on foreign aid. March 22, 1961.

[11]Some indication of the problems encountered, from the point of view of the Peace Corps, related to university-Peace Corps programs may be found in Wofford, Harris L. "A New Education Program for the Peace Corps." International Education: Past, Present, Problems, Prospects. Washington, D.C., U.S. Government Printing Office, 1966.

CHAPTER II

THE STATE OF THE ART

THE STATE OF THE ART

Introduction

To what extent is international education a characteristic feature of American teacher education? To answer this, two questions need prior consideration. What is international education? And, what features of the process and substance of American teacher education may be accepted as evidence that international education is taking place? The answers to both questions are elusive because in large measure they are not, historically, derived from a unifying concept of the world, or anything else, from which a curriculum can be built that promises to bring about, in learners, an understanding of that concept. International education has been and continues to be what is done to expand the cultural horizons of people. The emphasis is on "what is done." Justifications are then drawn to relate these activities to somewhat vague cognitive and behavioral goals which are termed "international."

The other trend in studies that report on international education is to develop a definition of international education and then to posit certain curricular, organizational, and experiential characteristics which should be implemented or which should be used as criteria to assess the quality and quantity of an institution's program.

This study has deliberately chosen to focus on what institutions are doing which they consider to be manifestations of international education in their teacher education programs. Very few, if any, of the institutions surveyed here have, indeed, made an effort to formulate the grand design or unifying concept in international education from which implications for institutional practices or programs can be drawn and then implemented.

It may be inferred, from the data gathered and the campus visits, that international education is very much in the state of flux concerning both theory and practice. It is still regarded in many cases as a peripheral activity. Institutional policies, for whatever reason, are still in the permissive stage enabling those with enthusiasm and financial support to engage in international activities. But, by and large, institutions do not insist on, nor do they support financially, a thoroughgoing infusion of international education throughout the form and substance of American teacher education. The study suggests several reasons for this.

This state of affairs does offer some reason why most analysts of contemporary international education consider current efforts in this field to be episodic in nature, irrelevant in content and lacking in impact on the way children are being taught about themselves and their relationship to the rest of the world.

It must be said that however uncoordinated international education activities may be, or however unarticulated their relationship to anticipated outcomes is, there is genuine evidence that the realities of this world are beginning to have an increasingly significant impact on the course of American teacher education. The study sought to discover what this impact is. The impact was judged from several perspectives:

(1) What is the degree of involvement of universities, faculty and students in teaching, research and service-related activities or programs that might be termed international?

(2) What forces are at work to stimulate such activity and which factors appear to inhibit further growth?

(3) What is the range of offerings, curricular and otherwise, now available to prospective teachers and educational specialists in American colleges and universities?

While the report provides considerable quantitative data regarding the current state of affairs in American teacher education, several caveats are in order. First, the data reports on only 530 institutions who provided positive responses on their questionnaires (which were sent to 1,000 institutions). An additional 137 institutions returned their questionnaires indicating that they were doing nothing in international education. Since prior studies of this nature do not exist, it is difficult to judge what growth, if any, has taken place. The data does provide a baseline, however, for future assessments. Depending on the point of view, it also indicates the wide gap that still exists between a national teacher education system - which enrolled over one million students at all levels in 1972 - which reflects in its programs some understanding of the real world and one that does not.

Second, in attempting to quantify the state of the art, certain elements of the quality of instruction and experience in international education are lost. The findings report what institutions and individuals are doing, but do not provide equal depth regarding how well it is being done. The essential findings of this study, then, are couched in terms of the degree and range of involvement.

Third, recommendations found in Chapter III are based on the expressed needs of institutions, gaps that are considered by the authors to be inhibitory to the extension of international education in American

teacher education and finally on a conceptual view of international education and its implications for the future of teacher education.

Findings of the Study

For purposes of analysis, the findings have been divided into five major sections. These include data on:

A. Institutions - *in this section attitudes and perceptions of administrators regarding the significance of international teacher education are analyzed as a preview to an outline of a general review of offerings by institutions along with characteristics of these institutions with respect to size, location and governance. The data purports to provide an indication of the institutional milieu in which international teacher education takes place, attitudes towards this activity and some of the factors that have prompted activity in this field.*

B. Curriculum - *the items in this category should be regarded as the "throughput," the basic building blocks that provide the students with instructional and experiential patterns of learning obtained from their general and professional studies. Perceptions by administrators of priorities for curriculum development point to future needs and indicate curricular weaknesses.*

C. Resources - *in addition to formal course work and appropriate clinical experience, numerous avenues for enhancing institutional offerings are identified, including data on faculty development, interinstitutional cooperation, the appropriate involvement of foreign students as well as on continuing education and professional involvement in an overseas setting.*

D. Critical Issues - *institutional development of international teacher education faces several major problems. Data is analyzed regarding supply and demand problems facing graduates of these programs and other critical needs as identified by administrators.*

E. Future Needs - *the status of research and development needs identified by institutions for the future expansion of international teacher education point to areas for the future.*

A. INSTITUTIONS

1. Status and Significance of International Teacher Education

TABLE I

IMPORTANCE PLACED ON INTERNATIONAL TEACHER EDUCATION
RELATIVE TO ALL PERSONNEL PREPARATION PROGRAM PLANS, 1970-1975

Level of Importance Given to International Education	Number of Institutions	Percent of Total
Very important	37	8.22
Important	137	30.45
Least Important	195	43.33
Unimportant	81	18.00
Total	450	100.00

In assessing the potential for future development of international teacher education, the conclusions drawn from Table I would appear to strike a pessimistic note. While approximately 40% of the 450 institutions give high priority to international education, over 60% do not. This latter figure becomes even more significant when it is realized that this assessment is being made by administrators who are primarily responsible for allocating resources for the next five years.

The reasons for this assessment are revealing and according to survey data revolve around the (1) lack of financial support, (2) pressing domestic demands on teacher education and (3) lack of trained faculty. Eighty-four percent cite lack of university resources and sixty-eight

percent attribute their lack of interest to the dearth of non-university funding for international education. While financial strictures are a constant refrain in reports from institutions, the absence of faculty competencies appears as an equally significant problem. It is, in fact, cited even more often than the need to cope with the demands placed on school systems, the teaching profession and teacher education stemming from the urban, racial and economic tensions in American society.

2. Institutional Offerings in International Education

a. Institutional Offerings

TABLE II

INTERNATIONAL ACTIVITIES OF PROFESSIONAL SCHOOLS OF EDUCATION

Activity	Number of Institutions[a]	Percent of Institutions
Conduct overseas study tours	171	32.26
Conduct overseas student teaching programs	69	13.02
Develop international curriculum materials	88	16.60
Undertake international educational research	71	13.40
Require international concepts in professional educational sequence	282	53.21
Require international or cross-cultural arts and science courses for certification	50	9.43

[a]column total is omitted because activities are not mutually exclusive

Despite the low priority of international education, over half of the institutions recorded in this study (n=530) indicated (Table II) that they possessed institutional requirements which provided an international dimension to their training. One-fourth of these institutions engaged in one or more activities as a part of the total education of prospective teachers. It was significant to note that institutions found it generally impossible to compute the number or percentage of students who, through instruction or experience, had any contact with concepts or cultures that might be described as international as part of their preparation program. It is conceivable that the guestimate made by Harold Taylor in 1968 that only 3 to 5 percent of prospective teachers had any international preparation is equally true today.

It is interesting to note in a profile of offerings for prospective teachers that two programs stand out: (1) required courses in the professional studies that contain international concepts and (2) overseas study tours. Educational psychology, one of the most prevalent courses for elementary and secondary teachers appears to have been most responsive to the need for a multicultural approach to the study of man. Of the institutions reporting, 254 indicated that they required their prospective teachers to study child development and psychology of learning by examining maturation and socialization in numerous and diverse societies and cultures.

b. On-Campus Offerings

TABLE III

ON-CAMPUS INTERNATIONAL PROGRAMS OF DATA BASE INSTITUTIONS, 1970-1971

Type of Program	Number of Programs	Percent of Total
Language and area studies	216	44.54
Topical and comparative studies	151	31.13
Professional school programs with international focus	83	17.11
Other	35	7.22
Total	485	100.00

In the majority of cases, up to 75% of a prospective teacher's preparation takes place in academic areas outside of the professional school of education. Table III offers insight into the international resources, outside of professional education, to which students have access. Of available offerings in American higher education, over 75% of these are found in the general studies offerings. It was also found that international programs are generally organized into three major patterns. (1) Perhaps the most common is the language and area studies program in which scholars in the various social sciences and humanities collaborate in their study of one society or geographic area. (2) Another common form of organization is a topical or comparative center which combines a number of scholars from a broad range of disciplines and courses

in the international field who contribute their disciplinary skill to specific international themes or problems. (3) Another organizing pattern is to concentrate international studies in one professional school or program.

Administratively, all three organizational patterns exhibit infinite variation ranging from a centralized university office responsible for coordinating all international activities in fiscal, personnel and programmatic terms to administrative units that conduct international activities responsible to an immediate supervisor such as a department head or dean.

Viewed as an educational resource to provide students with an opportunity to become acquainted with cultures and concepts other than their own, these organized units are a significant feature of American colleges and universities. They are supplemented by what is probably the largest university instructional resource, individual courses in academic areas. The study did not examine all courses offered in American universities to obtain any qualitative account of these resources. As an example of the diversity of offerings, however, the catalogue of one of the large teacher producing institutions in the nation in 1970-71, Illinois State University, showed one-third of its offerings in political science as having an international orientation.

c. Off-Campus Programs

One of the most visible and highly publicized international activities in international education has been the study abroad program. Of the institutions reporting, 192 indicated that they offered such programs in which prospective teachers can participate.

These programs usually involve: (1) the establishment of an overseas campus of the American university, (2) an interinstitutional affiliation between an American and an overseas institution, (3) an arrangement whereby American students register in a foreign university and receive credit in their home base institution, or (4) short-term seminars or courses in the summer conducted by American university personnel overseas, often utilizing foreign personnel or institutions as resources.

These categories do not, of course, exhaust the varieties of overseas study programs available to American students. They are the major categories organized and supervised by institutions training teachers.

3. Types of Institutions Involved in International Education

The number of institutions that offer international education programs or activities were analyzed according to three institutional variables: (1) size, (2) geographical location, and (3) governance or control. The analysis was made to provide a clearer picture of the locus of activity and some of the institutional factors that encourage international education activity.

The international activities that were selected for analysis were: (1) sending student teachers abroad, (2) conducting study tours, (3) developing internationally oriented curriculum materials, and (4) conducting research about societies, systems and processes of education overseas.

a. Institutional Size and Incidence of International Education

TABLE IV

INCIDENCE OF INTERNATIONAL TEACHER EDUCATION ACTIVITY ACCORDING TO ENROLLMENT

Enrollment	Overseas Student Teaching	Study tours Abroad	Curriculum Materials Development	Research in International Education
1 - 999	5.9	1.96	2.7	2.3
1,000 - 1,499	5.9	1.96	5.4	.0
1,500 - 1,999	2.9	1.96	.0	.0
2,000 - 2,999	.0	7.8	5.4	2.3
3,000 - 4,999	20.6	15.8	10.9	7.5
5,000 - 9,999	14.6	15.8	21.6	23.3
10,000 - 14,999	11.8	11.8	16.2	16.3
15,000 - 24,999	26.5	29.4	24.3	37.2
25,000+	11.8	13.5	13.5	11.6
Total	100.0	100.0	100.0	100.0

In terms of enrollment, Table IV indicates that schools with enrollments of 5,000 and above undertake over 75% of all such activities. The highest incidence of activity occurs in institutions enrolling between 15,000 and 25,000 students.

b. Institutional Location and Incidence of International Education

TABLE V

INCIDENCE OF INTERNATIONAL TEACHER EDUCATION ACTIVITY ACCORDING TO REGION

Region	Overseas Student Teaching	Study Tours Abroad	Curriculum Materials Development	Research International Education
New England	8.8		13.5	13.6
Middle Atlantic	8.8	9.9	13.5	11.6
East North Central	29.5	35.2	24.4	25.6
West North Central	8.8	13.7	8.1	7.0
South Atlantic	23.5	5.9	13.5	16.3
East South Central	2.9	0	0	2.3
West South Central	5.9	3.9	5.4	
Mountain	0	9.9	8.1	9.4
Pacific	11.8	13.7	13.5	4.8
Total	100.0	100.0	100.0	100.0

Table V shows that over 28% of all international activities studied take place in institutions in the East North Central area of the United States. Institutions in the southern Atlantic states and the Pacific states are next. The disparities among regions are partly a function of density of institutions in these areas. But equally significant are the vast numbers of institutions in many parts of the United States, particularly

in the South and Mountain states that have little or no involvement or opportunity to participate in international education. This data further points to the neglect of students who, for one reason or the other, have little opportunity to avail themselves of instructional or experiential involvement in international education.

c. Institutional Control and Incidence of International Education

TABLE VI

INCIDENCE OF INTERNATIONAL TEACHER EDUCATION ACTIVITY ACCORDING TO CONTROL

Control	Overseas Student Teaching	Study Tours Abroad	Curriculum Materials Development	Research International Education
State	73.52	76.45	62.16	65.12
Private (non-sectarian)	20.60	11.80	18.92	25.58
Private (sectarian)	5.88	7.85	18.92	9.30
Other	0	1.95	0	0
Total	100.00	100.00	100.00	100.0

Table VI illustrates the overpreponderance of activity in state supported institutions. More than two-thirds of all activity took place in such institutions in 1970-71. About 20% of the international education activities were conducted by private colleges and universities.

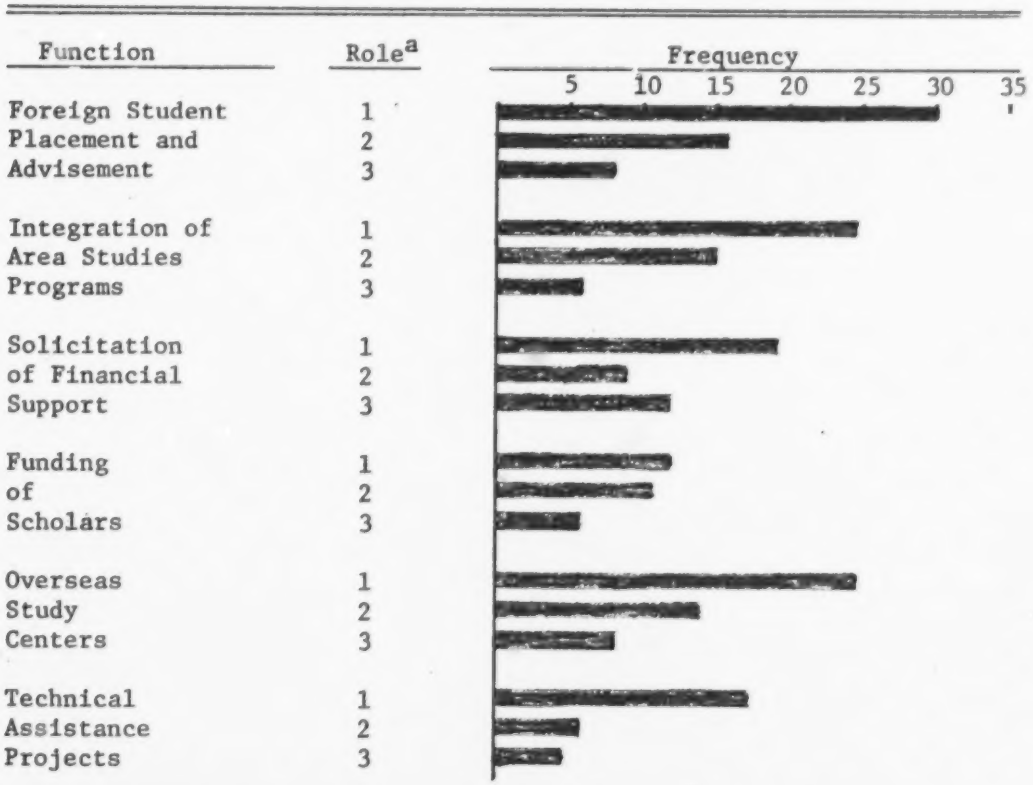
4. Organization and Management

The magnitude of involvement in international education by American institutions is reflected not only in the programs offered, but also in the processes whereby these activities are stimulated, coordinated and evaluated. It was hypothesized that some relationship might obtain between the existence of coordinating bodies on an intercollege or interdepartmental basis and incidence of international education activity. And, further, that such organizational or managerial functions might be evidence that a university was attempting to compensate for rigidities and resistances that traditional university structures seem to support. If a committee concerned with "internationalizing" teachers existed within the School of Education, it was hypothesized that a large multi-faceted international program could be expected and a continuing concern for expanding cross-cultural experiences in all aspects of the professional curriculum would be evident. However, among the fifty-four institutions that were found to have such interdepartmental committees, there was no evidence that international programs were any more diversified and comprehensive than in institutions without such committees.

What is more likely is that committees for ITE exist in large schools for coordination purposes. Nearly 70 percent exist in institutions with enrollments over 10,000 students, and they are constituted, primarily, for advisory purposes. They exist for a variety of reasons as is shown in Figure 1 - but most often for the placement and advisement of foreign students and/or the introduction of new content or foci in the teacher preparation curriculum.

FIGURE 1

FREQUENCIES WITH WHICH SELECTED FUNCTIONS ARE PERFORMED BY COMMITTEES FOR INTERNATIONAL EDUCATION WITHIN SCHOOLS OF EDUCATION



[a]Numbers indicate roles as follows: (1) advising; (2) directing or coordinating; (3) conducting.

If the interdepartmental committee does not seem to have an effect in promoting an internationalized program for teachers, then what other approaches are used to achieve such programs? One approach is to identify one individual, most often within the School of Education, but sometimes found in a university-wide office, to coordinate and/or stimulate international education. In 1971, AACTE compiled a list of 653 individuals

given such responsibilities on 550 individual campuses. In its smaller member institutions, AACTE has found that this designated faculty member is often the coordinator of campus-wide international studies or programs as well as the campus representative for international programs to a consortium of which the college is a member. In large institutions this representative is found within the School of Education and often serves on a campus-wide committee for international studies or may even hold a part-time administrative position within the university's international office.

5 International Education - Stimulus and Response

A final facet of this macro-view of what is occurring in international education in American colleges and universities is related to quantifiable elements that appear to have stimulated contemporary activities in this field. Visits by the authors to many campuses made it obvious that the elements discussed in this section are only a very minor portion of the reasons for redirecting an institution's program to incorporate an international dimension.

There is a deep awareness among educators of the dramatic shift that has taken place in man's conception of the world and the insistent pressures that the modern world has placed on higher education and society generally. There have been many attempts to cope with these pressures as well as to capitalize on the opportunities for international involvement facilitated by modern technology and improved media services. The reasons for the decisions by administrators and various policy committees that decide curricular and policy matters are, of course, important. But for

purposes of this study additional, tangible factors were examined, not necessarily to establish causal relationships, but to suggest that international activity in one area of endeavor tends to engender others.

Three basic factors have been highlighted: (1) institutional involvement in overseas technical assistance projects, (2)the return of Peace Corps volunteers into the mainstream of higher education and the teaching profession, and (3) the large numbers of American students and faculty in overseas study programs.

a. Technical Assistance

Irwin Sanders indicated in his 1967 study that where some "attention ... was given to world affairs in Schools of Education [it] appeared to be attributable more often to the interests of individual professors than to planned faculty policies."[1] For purposes of this study we hypothesized that while an individual faculty member may have stimulated some attention being given to world affairs education, it was more often the availability of foundation or federal money that acted as the catalyst for such activity. Federal money has been made available to a considerable extent for at least two kinds of activities: (1) for technical assistance projects in less developed areas of the world, and (2) for the development of language and area studies expertise.

In the area of technical assistance during the period 1968-1971, some 132 Schools of Education were involved in 387 projects, primarily in developing countries. These institutions represent less than one-fourth of the institutions covered in this study. But these same institutions account for a large proportion of the international education efforts

related to teacher education in American higher education. These 132 institutions account for 64% of the work done in curriculum materials development, 70% of the research in international education and offer almost 90% of the special training seminars and courses provided for foreign educators in the United States.

Is there any programmatic relationship between involvement in technical assistance and efforts to internationalize American programs of teacher education? Reflecting upon the impact of ten years of technical assistance in one West African country, the dean of a large California institution indicated that such involvement of his institution resulted in changes in faculty perspectives as well as alterations in curriculum and admissions policies. He concluded that while it is possible to assess change in programs and policies, "the most fundamental changes have really been in people." He notes "that one of the biggest changes resulting from [San Francisco State University] involvement in [Liberia] has been the development of increased sensitivity on the part of ... faculty so that they are more astute when participating in cross-cultural programs or in projects to design cross-cultural programs."[2]

b. Peace Corps

The case for the impact of the Peace Corps returnees and the involvement of American students overseas on stimulating change in American institutions is considerably weaker. An analysis of current conditions points to the growing pool of manpower with international training and experience available to the schools. But one may only speculate on the effect of this manpower on institutional policies related to international education.

In a study, conducted parallel to this one, nearly one-thousand returned Peace Corps Volunteers were questioned.[3] One significant finding was that 34 percent of Peace Corps Volunteers that went abroad in the 1960's returned to school teaching or administrative positions at either the elementary or secondary level and 15 percent returned to graduate schools to study education. This fact may provide another key as to why certain schools of education have incorporated more internationally-oriented teacher training programs. Sixty-four institutions indicate that they give academic credit toward a teacher credential for returned Peace Corps Volunteers or for others who undertake a similar experience. However, only 12.72 percent of schools of education indicate that they actively encourage the participation of their graduates in Peace Corps programs. Consequently it is possible to conclude that Peace Corps Volunteers stimulate less international efforts than does the more direct involvement of institutions in overseas activities.

c. Study Abroad Programs

The Institute for International Education reports that some 32,148 American students were enrolled in overseas institutions in 1969-70, which may be a factor in causing certain American schools of education to seek an international-intercultural curriculum.[4] While we lack data on this particular notion, the relatively small number of such overseas students, as compared with total college enrollment, probably does little more than reinforce the involvement of schools of education in activities designed to internationalize their products.

In summary it would appear that no single factor may be regarded as adequate to describe any significant increase in international activity in American institutions. In the perceptions of administrators the basic building blocks, assuming an active interest and desire to increase the international dimension of their programs are:

(1) Competent Faculty

(2) Suitable materials, texts, documentation

(3) Funding from either university or outside sources.

The first section of this chapter highlighted the concerns expressed by administrators as they plan for the coming five years. The degree of involvement translated into the three building blocks above hold firm. Future initiatives in institutions, states and the federal government will have to take them into consideration.

B. THE CURRICULUM

The curriculum for teacher education is composed of many elements including general academic studies, special studies in particular subject matters, professional courses dealing primarily with an understanding of the relationship of education to social realities and goals, methods of teaching subject matter, foundational studies that bring disciplined research to bear on professional problems and techniques and experiential opportunities to observe and test in practice the theoretical components of the instructional program.

To what extent are these elements listed above, and others, influenced by an international perspective?

1. Academic Studies

TABLE VII

GENERAL EDUCATION PROGRAMS WITH AN INTERNATIONAL DIMENSION IN WHICH PRESERVICE TEACHERS PARTICIPATE

Program	Number of Institutions that: Require	Elective
Students in education study a foreign culture making an analysis of the dominant values of the society, its economy, its social structure and its concepts of freedom and authority	50	164
Students in education study the international or global social system as a kind of human social organization	44	146
Students in education study foreign language(s) that emphasize a cultural rather than a linguistic approach	91	220
Students in education participate in international relations clubs, model UN program, etc.	27	251

Schools of Education are generally regarded by the lay public as well as university professors in the disciplines as having the final responsibility for the education of teachers. Much of the education of teachers, however, takes place in academic departments. Anywhere from sixty to eighty percent of the precertificate personnel preparation time is spent in the arts and science departments of a college or university. In terms of international studies, the undergraduate curriculum, as shown in Table VII is being utilized by prospective teachers.

The quantitative effect on students provides another perspective. Institutions report that a total of 81,169 education students participated

a. Education Courses and Pedagogical Training Activities

TABLE VIII

CURRENT INTERNATIONAL ACTIVITIES IN PROFESSIONAL PREPARATION PROGRAMS

Activity	Institutions where Activity is: Required	Elective
Students in "Introduction to Education" and other Social Foundations courses utilize readers and other materials that focus on the educative process in other societies and cultures.	282	105
Prospective education personnel study child development and psychology learning drawing on cross-cultural content, research and study.	254	107
Micro-teaching sessions in which there is experimentation with various foreign and multi-cultural materials and approaches is included in the professional sequence	57	66
Students in sociological a/o psychological foundations of education study attitude formation and attitudinal change and theories of "role taking" with an international perspective.	69	83
Students in curriculum courses study the theories of "process skill acquisition as applied to international patterns of behavior.	55	56
Prospective education personnel study the conditions and settings under which teaching takes place in different cultures and societies.	55	124
Students preparing to teach undertake detail analysis of existing materials on Asia, Africa and Latin America for use by elementary and secondary school teachers.	76	95

As illustrated in Table VIII, the major international elements are found in courses entitled "Introduction to Education" and/or "Social Foundations" and "Educational Psychology." These areas appear to be the major channels of international content into the preparation program. In fact, over 70% of what is done in teacher education is found in these courses. Reading, art and music methods courses also provide an opportunity for the inclusion of "culturally different" artifacts and materials.

There is much less activity in curriculum development, materials review and in the development of process skills utilizing micro-teaching, role playing and the study of teaching roles and conditions in other lands.

This state of affairs is due primarily to the required status of the foundations and psychology studies. But equally significant is the potential role of these studies. The foundations courses are directed to an understanding of the school as a social agency and an analysis of social and educational change. The rationale for these courses is based on the notion that teacher education must do more than enable prospective teachers to replicate a set of teaching skills. It must prepare the teacher to develop conceptual tools to analyze cultural changes and shifting imperatives and to change educational behavior to correspond with these and future alternatives. The scientific-empirical and the humanistic studies that comprise the foundations courses can be infused with global reality to the extent that every prospective teacher analyzes education and the role of the school in a societal context that extends beyond national boundaries.

Educational psychology, which purports to provide teachers with an insight into personal and social maturation processes in a changing environment and to assist in the formulation of teaching strategies consistant with these processes, is also an important educational change agent. Comparative education, as a required or elective course in 132 institutions, has the most direct rationale for providing students with a global perspective and, because of its methodology, provides some insight into the interdependence and communality of needs and purposes of the world. Its impact is, however, felt largely at the graduate level.

b. Clinical Experience and International Education

Institutions covered in this study utilize two options in their attempts to provide an international dimension to the experiential portions of teacher education: overseas student teaching and clinical experience in multicultural settings in the United States.

(1) Overseas Student Teaching

(Table IX, page 2.26)

While Schools of Education are seeking to expand the range and type of clinical experiences for prospective teachers, they are less inclined to send their students overseas for student teaching experiences. Institutions consider such experiences to be of far less importance than non-professional study abroad programs, which 59.62 percent of the respondants consider to be "very important" for "developing an international dimension in the behavior of American education personnel."

TABLE IX

INSTITUTIONS DOING OVERSEAS STUDENT TEACHING ACCORDING TO REGION, CONTROL AND SIZE

Region	Number	Control	Number	Size	Number
New England	4	State	30	1- 999	5
Middle Atlantic	4	Municipal	1	1,000- 1,499	2
East North Central	11	Private (non-sectarian)	5	1,500- 1,999	3
West North Central	7	Private (sectarian)	8	2,000- 2,999	1
South Atlantic	5	Other	0	3,000- 4,999	12
East South Central	1			5,000- 9,999	8
West South Central	2			10,000-14,999	3
Mountain	2			15,000-24,999	8
Pacific	8			15,000-24,999	2
Other	0			25,000- +	
Total	44	Total	44	Total	44

William Kuschman recently described overseas student teaching programs as being "extremely diverse and almost without exception, young."[5] Kuschman then described 22 overseas student teaching programs with short narrative descriptions concerning the focus and background of each institution's efforts and statistical information regarding the number of students who have been abroad. The oldest program in his study is that of the University of Alabama, which initiated its Monterrey (Mexico) Program in 1961.

In response to the questionnaire, institutions reported that 1997 education students went abroad for student teaching experiences between 1966-67 and 1970-71. During that same period of time, the number of student teachers overseas increased fivefold from the 138 who went abroad the first year to the 891 who were teaching overseas in 1970-71. In the latter year, seventy institutions report that, either directly or through a consortium, they offered overseas student teaching as a part of their personnel preparation program. Forty-four institutions indicate that they sent prospective teachers overseas for student teaching experiences. It is again relevant to note that one-quarter of the sending institutions were colleges and universities in the East North Central portion of the United States, that two-thirds were state-controlled institutions and that one-half were schools of education that offered programs up through the Ph. D. level. It is also interesting to note that the median size of these schools was only 3000-4999 students. The distribution of student teaching programs according to categories of size, location, control and level of offering is given in Table IX. It is possible to conclude from

this data that the size of the sending institution is of far less importance than other considerations, particularly the kind of institutional control that characterizes the American university or college.

Of the precertificate students reported to have done their practice teaching overseas in 1970-71, 79.73 percent were preparing to teach at the secondary level with the balance intending to work at the elementary level. The greatest number of preparing secondary teachers who were abroad were enrolled in foreign language programs while seven-eights of the elementary school enrollment was "undifferentiated" according to subject matter interest. At the secondary level, those preparing to teach English or the social sciences comprised the next largest group of overseas student teachers.

When institutions were asked how their overseas student teaching program was initiated, very few responded. Of the schools that reported, the overwhelming majority said they initiated their program at the invitation of an overseas American community school. Only one school indicated that the source of the arrangement was through the initiative and/or solicitation of a faculty member. Since data based institutions report more programs associated with overseas national or indigenous schools (39) than with overseas American community schools (34), additional information would be helpful with regard to how interinstitutional arrangements between overseas indigenous or national schools and American universities are initiated and then carried out.

A review of overseas student teaching programs, conducted parallel but independent of this study expressed concern about the ability of

student teaching experiences conducted in American community or dependent schools to contribute to the "international" behavior of the teacher. Writing about the student teaching program at the bi-national school in Mexico City, Karl Massanari notes that supervisors in the overseas school can have a viewpoint or perspective about such experiences that may exclude the broader goals of international education in favor of the more narrow technical or skill-related objectives.[6]

The task of delineating goals and objectives can only be worthwhile when the supervisors are either participants in establishing those objectives or clearly understand and agree to those that have been established. The various approaches American Schools of Education use in providing supervision appear in Table X. Since only eighteen institutions send their own faculty abroad to provide such supervision for the duration of the learning experience; a variety of off-campus supervisors have to be introduced to both the individual student's objectives as well as the objectives of the total program.

TABLE X

KINDS OF PROFESSIONAL SUPERVISION PROVIDED FOR OVERSEAS STUDENT TEACHING

Kinds of Professional Supervision	Numbers of Institutions Providing such Supervision	Percent Doing Overseas Student Teaching (n = 44)
Supervision provided by staff residing overseas during the entire student teaching experience	18	40.91
Supervision provided by staff visiting overseas during a portion of the student teaching experience	27	61.36
Supervision provided by staff of other American colleges and universities	15	34.09
Supervision provided by staff of overseas American community schools	20	45.45
Supervision provided by host of local nationals from university or training colleges	13	29.55
Supervision provided by host of local nationals from an indigenous school	19	43.18

(2) Clinical Experiences in Multicultural Setting

Clinical and internship experiences for the pre-certificate teacher are ways that prospective teachers can take "departmentalized" knowledge from liberal arts courses as well as the applicative uses of that knowledge as derived from schools of education, and experiment with those concepts, attitudes, ideas and skills in real school situations. Through such experiences, varying amounts of time can be spent in real classrooms dealing with the day-to-day problems of young people.

Regardless of the amount of time now spent in such clinical or intern settings, it is evident that increasing amounts of the preparation sequence will occur in the public school. In this way, the traditional problems of teacher preparation and its separation from the world-of-work can, at the very least, be minimized. In this way, also, the prospective teacher can begin to build in a first-hand way a sensitive and empathetic approach to students and teachers in a variety of school and societal settings.

Institutions indicate a concern that more extensive clinical and internship experiences be added to curriculum, particularly experiences that deal with the multi-cultural and multi-ethnic nature of contemporary America. In the last decade much debate about "educating teachers for various kinds of constituencies as against preparing teachers capable of ministering to all groups ... in this country" has been carried on within schools of education.[7] The debate is one that focuses on whether the teacher should be more concerned with conveying knowledge, in "good" pedagogical terms, or identifying and determining needs of children and then responding to those needs with appropriate and suitable content. If we decide that the latter is a more valid approach - one that requires the teacher to identify the individual pupil and his community needs, and match learning resources to those needs - we require a teacher with a sensitivity and empathy that can come only with cognitive discourse about and experience in culturally, ethnically, economically and racially different groups and communities. This debate continues to trouble schools of education and has important implications for the future status

of teacher education and intercultural education. Over 50% of the schools of education believe that learning experiences among sub-cultural groups and different kinds of communities are important for prospective teachers. Forty-one institutions require their pre-certificate students to have such an experience and another 137 schools of education offer it as an option or elective for their prospective teachers. As the debate continues about the importance of training educational personnel for particular or specific constituencies, one may expect that the number of such training or clinical opportunities will increase. The significance of such an experience is that the potential outcome in teacher behavior and attitude is conceptually similar to the one expected of overseas student teaching. The easier accessibility to a domestic multicultural setting points to this activity as a fruitful avenue for further exploration.

C. RESOURCES

To provide a more comprehensive review of the contemporary state of international teacher education, a review of extra-curricular factors and resources are outlined in this section. What are some of the continuing and necessary support resources required to assure qualitative programs in international teacher education? What additional resources and mechanisms are available to strengthen existing programs and to provide for the continuing education of teachers and educational specialists?

In the area of support resources, two elements were examined: (1) faculty competencies and (2) current research and development activities. For additional resources four possibilities are explored including: (1) interinstitutional cooperation and consortia, (2) foreign students in

the United States, (3) inservice international teacher education, and (4) teaching opportunities overseas. What is the state of the art in these resource areas?

1. Faculty Competency and Characteristics

The term faculty competency refers, in this section, to the educational background and experience in international education of faculty personnel in schools of education.

It will be recalled that administrators' perceptions of the major problems facing the extension of international education into the process and substance of teacher education was the lack of faculty competent to spur such development. A review of faculty characteristics in the institutions under study supports the contention of most administrators that faculty competence in international studies is low. Approximately five percent of the faculty may be described as specialists in international education, possessing specific degree achievements or course attainments in this field. An additional four percent had acquired "international education competency" as a result of commercial, religious, governmental or extended travel experience overseas. The large majority of this total had maintained active professional involvement in international education through teaching, research and consultative work during the past five years.

Figures from a previous survey conducted by the American Association of Colleges for Teacher Education revealed a far greater degree of interest on the part of faculty members for involvement in international education experiences and participation in overseas teaching, research

and consultative activities. Of some 17,000 education faculty members surveyed, thirty percent indicated an interest, in all fields of teacher education. If indeed faculty competence is a critical factor, and if, as administrators claim, faculty members are encouraged to incorporate an international perspective into their teaching specialty, much remains to be done to exploit this potential.

2. Research and Development

TABLE XI

INCIDENCE RESEARCH UNDERTAKEN IN INTERNATIONAL TEACHER EDUCATION PROGRAMS

Research Activity	Ranks	Number of Institutions Undertaking Research
Research on the contemporary structure and function of overseas educational systems and institutions (including, but not limited to, input-output analyses, articulation and enumeration of national objectives, institution building, program and resources, etc.)	1	50
Research on the historical or evolutionary nature of overseas educational systems and/or institutions	2	32
Research on the preparation, utilization and/or evaluation of curriculum materials, textbooks and the "new media" in schools in other societies	3	30
Research on teaching strategies and preparation models for the training of personnel prepared to teach "world understanding" concepts in American elementary and secondary schools	4	28
Research on the climate or social, bureaucratic and learning environment of schools in other societies	5	24

Research Activity	Ranks	Number of Institutions Undertaking Research
Research on the socio-psychological characteristic and/or teaching behavior of teachers in other societies (including but not limited to, teaching styles, pupil-teacher interaction, teacher backgrounds, teaching proficiency, etc.)	6	22
Research on the process, agents or forces or international socialization (both cognitive and affective agents) within American schools	7	20
Research on teaching various grade or age levels and subject matters in overseas schools	8	18
Research on investments, supply, demand, market and mobility of human resources in other societies	8	18
Research on foreign students within American universities and colleges and/or their success in being absorbed and utilized in their own societies	10	17
Research on foreign student populations in their overseas context (including, but not limited to, the analysis of needed tool and conceptual skills for education, nature of background and experiences of students, child maturation, individual differences, achievement and language experiences, etc.)	10	17
Research on the developmentoof international orientations during childhood and adolescence (either among American or foreign children)	12	15

Research and the development of materials receive low priority in American teacher education. Nor are professional education faculty very involved, either by choice or exclusion, in opportunities provided by government or non-government funding agencies for research in international education. Some 17.56% of the institutions covered by this study indicated that faculty was undertaking research in areas that could be termed international. An even lesser number, approximately one-third - or little over 5% of the institutions - indicated that the results of such research had been published or was available in printed form.

Sanders attributes the dearth of research in the international arena to faculty members who for a variety of reasons "fail to view subject matter in comparative or cross-cultural perspective and prefer to relegate such matters to the 'comparativists' and 'internationalists' in [their] own school."[8] The fact that there are only 13 pre-certificate programs and 19 post-certificate programs that require students to study comparative research methodology and/or international statistical design would seem to reinforce Sanders' assertion and also lends support to the finding noted elsewhere that schools of education rely upon other faculties or colleges for much of their international-intercultural content.

The research that is being done consists primarily of analyses of contemporary overseas school systems, their historical evolution and their relationships to socio-economic development. Table XI indicates that few research efforts are being undertaken to analyze the development of

international orientations during childhood and adolescence. This results in a lack of understanding of what cognitive and affective learning experiences alter or reinforce the attitudes and values of children toward other peoples and cultures. This is of particular concern when teacher education programs are beginning to write modules and learning materials in terms of behavioral objectives. If there is no clear understanding of what does in fact create a world-perspective, then it is difficult to justify either the inclusion or exclusion of certain concepts, ideas, skills, etc.

It is also critical that research be continued in the area of the relationship between education and socio-economic development. The term development education is increasingly being used to describe the very substantial efforts now being undertaken at Pittsburgh, Chicago, Michigan State, Florida State, and Stanford to understand the contributions made by schooling and literacy to national development. With the emphasis given to this kind of research in the standard literature, it is important to note that only eighteen institutions indicate they are doing research in human resource development or the effect of education upon socio-economic development.

A third area of research that requires more sophisticated study is directly related to personnel preparation. Dickson indicates that all teacher education programs are confronted with two crucial needs.[9] First there is the need to improve programs and practices by evaluating one's own teacher education practices and, second, to continue to search for appropriate content for teacher education. He suggests that both of these

concerns must draw on a wider frame of reference - one he identifies as "an international, research oriented, critical evaluation of existing programs and practices, including empirical assessment of the outcomes or products of teacher education programs." Only twenty-two research efforts were identified by institutions that might be characterized as having either of these dimensions.

Turning to curriculum materials, it is necessary to point to the great efforts made in the 1960's to prepare and disseminate curriculum materials that would incorporate international or intercultural concepts. James Becker has recently pointed to this significant phenomena, but concluded that the optimism that new curriculum and new materials would have a beneficial impact on existing school programs has now largely diminished or even vanished. He notes that: "merely developing new approaches and materials or tacking on new units and courses has proved to be inefficient in bringing about needed changes."[10] The millions of dollars used to produce such materials, however, have produced a body of materials, both textual and mediated, that are important for prospective and inservice teachers to be familiar with. It was one of our premises that such materials are too often neglected or ignored in professional preparation programs.

In 1970-71, institutions reported seventy-five curriculum materials preparation projects that were producing units, textual or mediated materials, etc., on one of the non-western geographic areas; fifty-three projects were reported that were for the purpose of developing materials on human similarities and differences. Processes of global

interaction, e.g., population dynamics, modernization, decision-making, war-peace, etc., serve as the focus for forty-six projects in schools of education.

Twenty-six institutions indicate that they require their prospective teachers to participate in such curriculum-development projects, which may range from the development of complete courses for one or more grades (inclusive of all disciplines) to the preparation of materials for a single discipline (e.g., the High School Geography Project). In addition, some 303 pre-certificate programs report that they introduce their students to some of these international-intercultural materials. While 171 programs indicate that their students analyze these materials, some 154 programs indicate that they either require or offer as options, lessons, units or modules that introduce prospective teachers to resource organizations, e.g., Asia Society, the World Law Fund, International Studies Association, etc. Some 143 base institutions indicated that they taught their pre-certified teachers how to use various simulation games and mediated materials, e.g., the Materials and Activities for Teachers and Children (MATCH), in which children "excavate" a Greek villa, build a Buddhist altar, or an African traditional hut. But only 57 programs say they require their students to utilize such materials in micro-teaching sessions in the professional sequence and when the respondents were asked to rank a list of publications relative to their importance for internationalizing teachers, they showed little awareness of what perhaps is the most practical of such resources, Intercom, the magazine of the Center for War/Peace Studies. The problem with this kind of quantification

is that it is difficult to distinguish between curriculum materials being developed which may be comparable to Man, A Course of Study (MACOS) or those incidental materials that are neither well developed nor convey real cross-cultural concepts. It is also difficult to judge the depth of understanding or comprehension that preservice teachers have of existing materials from such a survey.

3. Interinstitutional Cooperation and Consortia

TABLE XII

ACTIVITIES IN WHICH DATA BASE INSTITUTIONS PARTICIPATE THROUGH CONSORTIA

Purpose	Number of Programs	Per Cent
Student Travel	84	26.09
Student Teaching at Overseas Center	39	12.12
Student Exchange	98	30.43
Faculty Exchange	57	17.70
Other	44	13.66
Total	322	100.00

One of the most effective ways to maximize limited resources for international teacher education programs is to join together with other American or foreign institutions to establish international education activities such as a student teaching overseas center or a student travel program. From the returned questionnaires of 530 schools and colleges it

was found that one hundred and eighty institutions participate in at least one such consortium for those purposes specified in Table XII. While 56.52 percent of such arrangements are for the purpose of enabling students to study or travel overseas, consortia also enable faculty to teach or study abroad either through consortia-funded programs or by enabling the faculty member to more readily identify a specific assignment for a sabbatical appointment.

Institutions join a cooperative group to pool scarce funds, staff and library resources and often to transfer responsibility for international studies to some office acting for the consortium. While there are benefits of such cooperation for each institution, there are also problems created by making even more remote the university-based responsibility for administrative and fiscal support of international education. On the small campus this may be a critical development. No one type of consortium emerges as the most effective. Institutions participate in consortia arrangements that encompass both a wide variety of institutions as well as institutions in other countries. One hundred and seven institutions indicate that their consortia include relationships with at least one overseas institution. Thirty-one institutions indicate that their consortium includes elementary or secondary schools.

Consortia can be varied in shape, objectives, and programs. Some are created through the efforts of national associations. During the past five years, AACTE has helped to stimulate the creation of a number of consortia for the purposes of faculty development. A consortium was established in Oklahoma to develop teacher education faculty by enabling

them to spend a summer in East Africa studying the process of modernization. The Pennsylvania Council for International Education, in cooperation with AACTE, conducted programs in India and Egypt in 1971 and 1972 for faculty members of its member institutions. Such overseas projects serve as the initial focus for these consortia which, having undertaken the project, are then more viable and able to expand their programs. In this type of arrangement, AACTE identifies a particular project, seeks the support of a series of institutions in one geographical region, helps those institutions formalize themselves into a consortium and develops a proposal for IIS/USOE support of a summer group project. Given this stimulus it is then the responsibility of the consortium to expand its scope of support and program.

The Regional Council for International Education (RCIE) in Pittsburgh represents a different consortium design. Established in 1961 it includes 34 universities. Conducting inservice workshops for faculty, offering grants for student and faculty study and research overseas and conducting study abroad programs are ways that RCIE carries out its program. It serves as a viable model for other consortia, particularly in teacher education.

The Committee on Interinstitutional Cooperation (CIC) composed of the ten schools of the Western Athletic Conference plus the University of Chicago was formed for the purpose of both conducting technical assistance and enabling graduate students to share faculty and library resources at other campuses of the consortium. While this pattern encompasses several major institutions in a seven-state area, colleges and universities

within a single state, e.g., The State University of New York (SUNY) may pool their expertise and manpower for similar purposes. One SUNY project with AID was to study and prepare a plan for primary education as well as to assist in the development of plans for upgrading teacher training in the nine northeastern states of Brazil.

In 1967 the National Council of Associations for International Studies (NCAIS) was established to encourage interinstitutional cooperation. Twelve associations of colleges and universities representing more than 400 institutions comprise membership in NCAIS. It continues to seek to encourage and facilitate interinstitutional cooperation in international education through consortia.[11] It would appear that the consortia mechanism seems to constitute the most viable means of addressing the needs of internationalizing teacher education. By pooling limited fiscal resources and manpower, institutions can overcome some of the problems of initiating this kind of thrust in their personnel preparation program.

4. Foreign Students

In 1970-71, there were 7,896 foreign students enrolled in Schools of Education at American universities and colleges. This represented some 5.47 percent of the 144,708 foreign students enrolled in American academic programs.

American school personnel preparation programs respond in a variety of ways to the presence of such students on the campus. Ninety-seven data base institutions report that they have established special programs for foreign students which range from entire programs offered in a foreign language (Southern Illinois University, Edwardsville and Pennsylvania State

University) to courses focusing on a specific country or problem within a country (University of Houston). A similar number of schools and colleges say they allocate a specific number of scholarships to foreign students each academic year, while 227 institutions report that they assign a specially qualified or experienced advisor to their foreign students. There are, therefore, efforts to counteract the tendencies of some universities to avoid dealing with the unique or special needs of some foreign students.

There are limited efforts to bring foreign students together with American students who are preparing to teach. Only 83 institutions indicate that such students are involved in lecturing or consulting roles in post-certificate or inservice courses. A similar number say they seek to have their foreign students live with or experience American culture by placing them in the home of local school teachers during holidays or on weekends. Other situations in which foreign students are utilized include programs that 128 institutions have, which seek to make local school districts not only aware of their presence but to encourage their participation in classroom presentations in local schools. This expansion of the well-known Ogontz Plan seems a particularly good way to enable American students to learn on a first-hand basis about other people while enabling the foreign educator to experience and participate in an American school.

5. Inservice Teacher Education

In a world where the knowledge explosion is one of the most characteristic features of our time, the continuing education of teachers

is a major priority. There is also a remedial objective. It may be speculated that the current state of the art in international education is quantitatively more advanced. Teachers educated in former years had even less opportunity to learn, study and experience the world's rich cultural diversity and heritage. Schools of Education traditionally offer a variety of inservice graduate programs during the summer. To what extent have institutions and other educational agencies expanded their offerings to include international education?

In 1970-71 some 26 state education agencies sponsored special inservice training programs in international studies. These ranged from short term classes conducted throughout the state of North Carolina to the fourteen year project of the state of New York at Glens Falls.[12] Federally appropriated monies have enabled groups of teachers from Kansas City to spend a year in West Africa, conducting inservice programs for Liberian teachers and, at the same time, learning about African life and culture. The Institute of International Studies has supported groups of secondary school teachers to Asia and Eastern Europe to NDEA summer institutes for language teachers and to bring foreign curriculum consultants to this country to work side-by-side with American teachers.

Perhaps the most widespread method of achieving internationalized inservice programs has been through the conduct of overseas study tours. In 1970-71, 173 institutions conducted 362 different study tours which involved some 4,603 teachers or other education students. Nearly one-half of all of these study tours went to Europe. Latin America and Asia served as other geographical foci for such tours. The majority of the tours were

described as travel-study efforts in which there was a mixture of travel and study opportunities emphasizing short term colloquia, lectures and visits to educational institutions. Some 93.9 percent of these tours awarded university academic credit, with the requirement that the student prepare a paper and/or bibliography on a topical or comparative problem derived from the overseas experience. Sixteen institutions reported that they awarded credit with no requirements.

D. CONSTRAINTS TO THE DEVELOPMENT OF INTERNATIONAL TEACHER EDUCATION

1. Low Priority as a Factor

TABLE XIII

CONSTRAINTS OR PROBLEMS THAT OPERATE TO AFFECT INTERNATIONAL EDUCATION AS A "LOW PRIORITY" OR TO BE "UNIMPORTANT"

Constraints	Number of Responses	Percent of Data Base Institutions
Lack of University Appropriated Monies for Such Activities Programs	233	42.91
Lack of funding from Government or Foundations	187	35.28
Lack of knowledgeable and experienced Personnel	171	32.26
Lack of interest on part of employers and students	152	28.68
Lack of international interest relative to domestic or local focus	146	27.55

Table XIII identifies the major factors that inhibit the growth of interest or activity in international education. The most critical factor is financial, although colleges and universities with enrollments of less than 5,000 students list the major constraint as lack of student or employer interest in international education. It is assumed by administrators that additive or supplementary financial resources are an absolute necessity to incorporate an international dimension in teacher education.

The position is difficult to negate since other resources such as faculty competence and appropriate materials are also in short supply, thus inhibiting the infusion of existing courses and activities with an international dimension. The financial problem is intensified with the addition of coordinating committees or the departmentalization of international education. It is possible to speculate that if support were applied to the critical area of faculty development in all fields of education and a redirection of research efforts to synthesize and make more directly applicable existing materials in international education, the effect on the total curriculum of teacher education might not be as costly as anticipated.

2. Supply and Demand and Employer Interest

Teachers trained in international education are in short supply. Between 1966-71 only 1,997 education students spent a year abroad or undertook student teaching overseas. To this number may be added returned Peace Corps volunteers and others who entered the teaching profession after their overseas experience. In addition are the 81,000 education students

who were reported as having some international education as a part of their general studies. These numbers represent a small percentage of the total teaching profession in America and possess wide variation in the quality of their training.

As an example of their potential impact on American education, an analysis was made of the 1,997 education students with overseas experience. Of this small group, only 53.53 percent are teaching in an American elementary or secondary school. Another 4.49 percent are teaching overseas in an American community or in an indigenous school. 6.92% are working for advanced degrees in American or foreign universities. Of the original number, less than a thousand are in direct contact with American school children.

This attrition is exacerbated by lack of employer interest in graduates of an international teacher education program. The institutions reported only thirteen school districts and/or school systems that actively recruited teachers from among students who had overseas experience or an international education background. While several states (including New York, Pennsylvania, Indiana) now have mandated courses which focus on other peoples and cultures and still other states (Alaska and Illinois) produce curriculum guides that emphasize themes of world interdependence, population dynamics, etc., it appears that school districts are not actively recruiting new teachers to teach such courses.

E. FUTURE NEEDS

TABLE XIV

RANKING OF SERVICES REQUESTED BY
DATA BASE INSTITUTIONS

Service	Ranks	Frequency of Requests
Publish a journal or bulletin that informs teacher educators of new ideas, approaches or materials in internationalized programs of education personnel preparation.	1	351
Facilitate the dissemination of information about operationally and programatically successful programs of internationalized education personnel preparation.	2	329
Catalogue information about funding agencies and disseminate a directory.	3	321
Provide a clearinghouse for informational, research and analytical studies on the subject of international education.	4	305
Conduct overseas programs for education faculty and students.	5	302
Maintain a consultative service on internationalizing education personnel preparation that can match expertise to need at all levels.	6	261
Provide consultation on development of proposals and research designs for submission to federal agencies.	7	256
Act as a recruiting agency to fill overseas educational positions.	8	251
Act as an intermediary between American universities and ministries and other institutions overseas.	9	232
Convene national or regional meetings on internationalizing education personnel preparation.	10	216
Stimulate research and analysis on various aspects of internationalized education personnel through the convening of task forces.	11	185
Conduct research and analytic studies on international education.	12	169

A final analysis was made of future needs as perceived by institutions relative to planning and developing international teacher education programs. Certain basic requirements are identified. Table XIV indicates that institutions want one or more agencies or associations to act as an information gathering and dissemination mechanism. They indicate that they have need for a journal or another kind of publication which informs teachers and education personnel about new ideas and materials, tells them about successful programs, points the way to funding sources and agencies and acts as a clearinghouse for research and study in the area of ITE. Data indicates that only after these roles are performed do institutions want an agency or association to set up and manage overseas centers or programs or to provide consultative services to institutions to enable them to set up or enhance ITE programs. At a third level, institutions indicate they have need for an association to assist them in the development of proposals, in placing their faculty members in overseas teaching or research assignments and in matching them with overseas institutions for a wide range of exchange opportunities. At a considerably lower level of interest, these institutions want assistance in identifying necessary research in ITE and for the actual conduct of research and analytic studies in international education.

NOTES

[1]Irwin T. Sanders. The Professional School and World Affairs: Report of the Task Force on Education. New York: Education and World Affairs, 1966, p. 24.

[2]Asa G. Hillard. A Technical Assistance Project: Its Impact on the American University. San Francisco: California State University, 1971, 7 pp.

[3]Louis Harris and Associates, Inc. A Survey of Returned Peace Corps Volunteers. Washington: August, 1969, pp. 33-43.

[4]Open Doors, 1971: Report on International Exchange. New York: Institute of International Education, 1972, pp. 13-15.

[5]William E. Kuschman. Overseas Student Teaching Programs: A Survey of American Collegiate Participation. Washington: ERIC Clearinghouse on Teacher Education, 1972, p. 1.

[6]Karl Massanari. Caribbean Study Tour Report. Washington: AACTE, May, 1972, pp. 14-15.

[7]Paul A. Olson. Education for 1984 and After. Washington: USOE/UPEP, 1971, pp. 88-89; and B. Othanel Smith. Teachers for the Real World. Washington: AACTE, 1969, pp. 71-73.

[8]Sanders. Op. cit., pp. 47-55.

[9]George E. Dickson. "Research in International Teacher Education." (See pp. 4.14-4.40 of this document.)

[10]James Becker and Maurice East. Global Dimensions in U.S. Education: The Secondary School. New York: Center for War/Peace Studies, 1972, pp. 37-38.

[11]Ward Morehouse. Proposal for the Continuation of Data Bank on International Programs of American Colleges and Universities by the National Council of Associations for International Studies. New York: NCAIS, March, 1972.

[12]Ward Morehouse. "The Paradox of the Inverted Ostrich: State Leadership and Education for Global Survival in the 1970's." (See pp. 4.53-4.76 of this document.)

CHAPTER III

SUMMARY AND RECOMMENDATIONS

SUMMARY AND RECOMMENDATIONS

This chapter recapitulates the major findings of the study. It also suggests a variety of guidelines for future development as well as specific recommendations insofar as they affect institutional policy, the curriculum and additional resources. The study was based on the premise that American society is developing within two contexts: (1) a culturally pluralistic and ethnically diverse nation and (2) an increasingly interdependent world also characterized by cultural pluralism and ethnic diversity, but a world which had assumed certain of the features of a global society.

A further premise suggested that it was important that American citizens become much more aware of the changing contexts in which they find themselves and that American citizens become intellectually and socially responsive to the imperatives emanating from the problems of the modern world. In addition, education was proposed as one of the means for facilitating this responsiveness. Education was viewed as one of the means by which persons and cultures became not only conscious of themselves as members of a changing American society, but also conscious of the structure and dynamics of cultures outside America. It was further proposed that since teachers occupy a pivotal place for facilitating the growth of this consciousness, teacher education must include those intellectual and social experiences that would enable the pursuit of his/her profession in a manner consistent with the needs of a modern society defined in global terms.

These assumptions and the directions for action implicit in these assumptions are not broadly evident in American teacher education today. But even this statement is open to question on an empirical basis. An earlier study, The World and the American Teacher, did provide support for the contention that international education - as one way of preparing educational personnel to function responsibly in a global society - had little influence in American teacher education. But no major study had been undertaken to corroborate this.

The major focus of this study, then, was to ascertain and analyze the current state of affairs in the preparation of teachers and other educational personnel in international education. The study attempted to answer the questions: To what extent do American institutions that prepare educators incorporate an international dimension in their programs and related activities? What mechanisms and strategies do they employ? What constraints and problems confront them in the conduct of such programs and activities? What needs do they have for both short-term and long-term futures?

Target Population and Data Collection

A three hundred item questionnaire was prepared and sent to one thousand American colleges and universities that prepare and/or retrain educational personnel. In addition, research staff visited a variety of institutions and supplementary working papers were requested from experts in international teacher education. Sixty-seven percent of the target population responded to the questionnaire, with 530 institutional responses that could be coded, key punched and analyzed. Simple data reduction

techniques were employed in terms of distributions and cross tabulation frequencies. Technical details concerning the methods of sampling and statistical analyses performed are contained in the Appendix.

A. SUMMARY OF FINDINGS

This report provides an overview of the contemporary achievements, couched in "activity" and "priorities" terms, of American personnel preparation programs. One caveat is in order. The findings of the study depict the frequency of activities. The quality of these activities or their effectiveness in providing future teachers with the concepts and attitudes relevant to teaching and learning in the modern world are another matter. One can conjecture that the effect of the international activities reported in this study is uneven within even those institutions that report a large number of activities. The reason for this is that seldom do institutions report that their programs stem from an attempt to develop an overall or unifying concept regarding the international dimension of teacher education as a means for policy and program implementation. International activities are often the product of the enthusiasms of individual professors and/or the deliberate attempts of trained comparative or international educationists. The latter group, however, have had less impact, in a quantitative sense, than persons who have acquired an interest in international education through more informal means. The high incidence of this approach in institutions made it difficult to approach the qualitative effect of activities and imposed a procedure that focused on what the institutions do which in their opinion was consistent with their conception of international education.

Furthermore, the study deals primarily with institutional educational programs that lead to initial certification of teachers, the undergraduate curriculum. This curriculum has the most potential for immediate impact on classroom activities in the elementary and secondary schools. The role of graduate studies is, however, important for advanced studies and for the inservice or continuing education of teachers.

In reporting the findings, the data was grouped into five categories: (1) Institutional Offerings, (2) Curriculum, (3) Resources, (4) Constraints Affecting International Teacher Education Development, and (5) Future Needs. Following a brief summary of these findings, the report presents a series of recommendations for future action

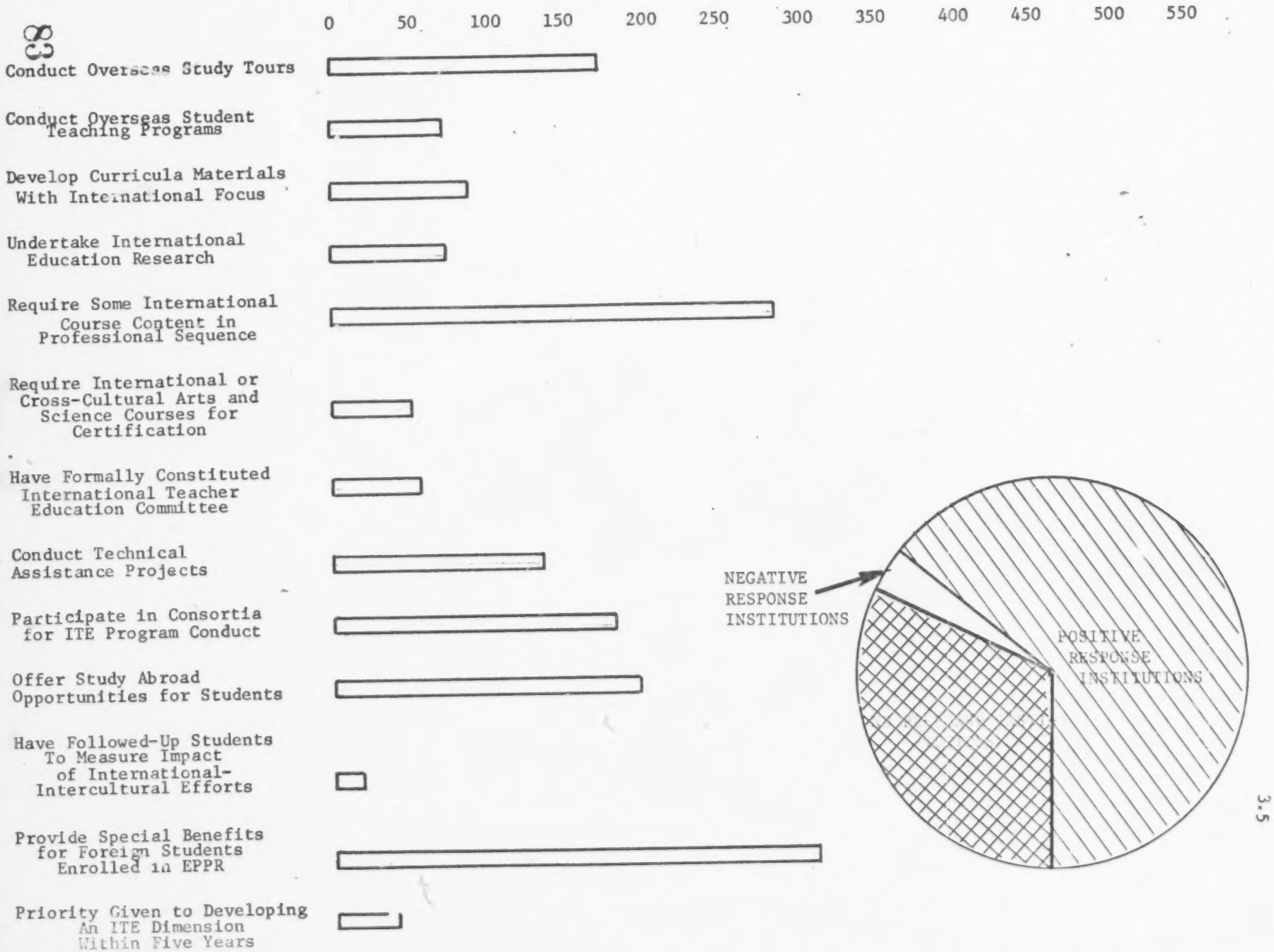
1. Institutional Offerings

a. In assessing the initiation and maintenance of international activities, the role of administrators is crucial. The allocation of university funds, the selection and appointment of faculty, the encouragement and/or approval of curriculum change and the acceptance of that change as a part of university policy are heavily influenced by administrators. Their attitudes toward international education help to influence decisions. *Over sixty percent of those responding place little or no importance on international education citing the lack of funds, competent faculty, appropriate curriculum materials and the need for schools of education to be more responsive to domestic multicultural realities.*

b. A profile of institutional offerings (Graph 1) illustrates that *the two major activities in international education are the existence of international data and concepts in the professional course sequence*

GRAPH 1.

NUMBER OF INSTITUTIONS UNDERTAKING ITE ACTIVITIES


0
50
100
150
200
250
300
350
400
450
500
550
Conduct Overseas Study Tours
Conduct Overseas Student Teaching Programs
Develop Curricula Materials With International Focus
Undertake International Education Research
Require Some International Course Content in Professional Sequence
Require International or Cross-Cultural Arts and Science Courses for Certification
Have Formally Constituted International Teacher Education Committee
Conduct Technical Assistance Projects
Participate in Consortia for ITE Program Conduct
Offer Study Abroad Opportunities for Students
Have Followed-Up Students To Measure Impact of International-Intercultural Efforts
Provide Special Benefits for Foreign Students Enrolled in EPPR
Priority Given to Developing An ITE Dimension Within Five Years
NEGATIVE RESPONSE INSTITUTIONS
POSITIVE RESPONSE INSTITUTIONS

(primarily educational psychology, educational foundations, and methods in social studies, music and art) and the services provided for foreign students. Short and long term overseas study tours or study abroad programs are next in order of frequency.

c. *In mapping the domain of frequency and scope of international education activity in the United States, public institutions with enrollments over 15,000 in the East North Central region are the most active.* Southern Atlantic States are next, with institutions on the Pacific coast involved in one-third to one-half of the volume of activity as those in the East North Central United States. Six additional regions surveyed show minimal activity (Table V, page 2.12).

d. The development of a college or university committee responsible for some or all aspects of international education in an institution is not a wide-spread phenomenon. The existence of only fifty-four were reported. Their creation was stimulated most often by the need to coordinate many disparate international activities within an institution under one organizational umbrella. *There appeared to be very little relationship between the existence of a committee and the magnitude and scope of an institution's involvement in international teacher education.*

e. *The stimulus for engaging in international education in an institution appeared to be most directly related to an institution's previous or current involvement in technical assistance projects overseas.* Trained manpower and continued interest in international activities are a most direct product of such activity and provide, quite possibly, the major impetus to the development of international teacher education.

2. Curriculum

The content of the preparation program was examined in three major areas of the teacher education curriculum: academic studies; professional courses; and clinical or laboratory experience.

a. The academic or general studies in a four-year program leading to teacher certification occupies a range of sixty to eighty percent of a prospective teacher's education. *These academic studies provide the major educational resource today for incorporating an international dimension in teacher education. During the five year period, 1966-71, over 80,000 education students participated.* Approximately eight percent of today's teachers have had the opportunity to study cultures and concepts on an international plane (Table VII, page 2.21). The most common content in these studies is the cultural content taught in connection with foreign language courses and the analysis of the dominant values of a foreign culture, its economy, social structure and concepts of freedom and authority.

b. *In the professional sequence international content is found primarily in courses entitled, "Introduction to Education," "Social Foundations of Education" and variations of "Educational Psychology." Over 70% of the courses, required or elective, that contain an international element are in these three categories.* Required and elective courses under the general rubric of comparative education are taught in 132 institutions. The most pervasive content is a study of educational processes and systems in foreign countries and child development courses drawing on cross cultural studies.

c. *The greatest impact on the incorporation of an international dimension in teacher education is the personal involvement of the prospective teacher in an educational activity located in a cultural setting other than his own.* This is a perceptual statement. Study abroad, student teaching overseas or involvement in a domestic multicultural setting is perceived by administrators, faculty and students as the most effective and lasting educational experience both cognitively and attitudinally. While this may appear to be an obvious conclusion, the fact that institutional resources, manpower and money, are devoted primarily to language, area and comparative education studies on the campus, often without an experiential component, suggests that the perceptions of students and the allocation of resources are not congruent.

Of the various forms that the experiential (clinical, laboratory, etc.) component takes, a study abroad program, usually with a general education objective, finds greater approval among teacher educators than does student teaching overseas. Seventy institutions provide overseas student teaching opportunities, evenly divided between foreign schools and American community schools overseas.

Domestic multicultural student teaching options are more prevalent with required programs in 41 institutions and elective programs in 137 institutions. *In general, students find the quality and utility of supervision by home campus supervisors weak. Lack of knowledge of the specific context in which the student teacher is working, briefness of the visit, and little follow up are cited as the major deficiencies. Host school supervision and peer analysis are, from the student teachers' points of view, more effective.*

3. Resources

This section reviewed prevailing resources regarding faculty competencies and research and development efforts to provide necessary support services to international education. Four additional resources whose potential for enhancing current teacher education programs were analyzed.

a. *The survey showed that less than ten percent of the faculty were regarded by administrators as competent to guide educational development in international education. Of this figure, only five percent had received specialist degree training--primarily comparative education.* Interest in acquiring competency in international education among faculty is approximately 30 percent of those engaged in teacher education.

b. *Schools of Education rely primarily upon other disciplines or academic specialties for the content taught in international education.* Less than 20% of the institutions report cross cultural or comparative research in the various specialties within education and even fewer, 32 undergraduate and graduate programs in all, require comparative research methodology or statistical design capable of dealing with international data. *The most prevalent research consists of descriptions of foreign school systems and their historical evolution. Few research efforts focus on the socialization process of children related to the development of internationally oriented values and concepts.*

c. *Approximately one out of six schools of education is developing curriculum materials that deal with international processes*

or concepts. The materials focus on: (1) descriptive content on a geographic region - Africa, Europe, Asia, etc., (2) materials on human similarities and differences - ethnic, values, social, etc., and (3) processes of global interaction - population dynamics, modernization, natural resource utilization, etc.

d. *One-third of the institutions participate in international education through consortia. Overseas study programs are the largest single activity of these interinstitutional affiliations.* The consortia are generally comprised of groups of American institutions, some including elementary and secondary schools. Approximately 20% of the consortia consist of American and foreign institutions.

e. A little over five percent of the foreign students studying in America are enrolled in schools of education. *Special efforts to deal with the unique problems and needs of foreign students is the single most prevalent activity in American teacher education related to international education* (see Graph 1, page 3.5). These efforts include specially tailored curricula, scholarship allocations and advisory services.

The prevalence of foreign students in American teacher education and the services provided for them are not matched by an attempt to involve them as resource personnel in international education. Only eighty-three institutions report such activities.

f. Inservice teacher education conducted in an overseas setting and teaching in a foreign or American community or international school as well as participation in the Peace Corps are the most prevalent forms of continuing education in international education. Some 173 institutions

conducted overseas study tours in 1970-71 involving approximately 4,600 teachers. Over 90% of these study programs offered university credit.

4. Constraints Affecting Development of International Teacher Education

The future development of international education in institutions that educate teachers will depend in large measure on its priority among decision makers in colleges and universities. *Although 40% of the institutions regard international education as an important priority for development in the next five years, 60% do not.* This latter figure is only partly determined by a disregard for the importance of an international dimension in teacher education or the pressing demands of domestic social needs and crises. *Cited most often are the lack of federal, state or university funds, adequately trained faculty and employer interest in certified teachers with international competencies.* The institutions reported only thirteen school districts and school systems that actively recruited teachers from among student who had overseas experience or an international education background.

5. Future Needs

Among those institutions that regard an international dimension in American teacher education as significant, there persists some uncertainty about the state of the art. *Of central concern is the need for a comprehensive description of the behavioral objectives of international education and an assessment of the processes and intellectual substance required to achieve the objectives.* In a more general way, the need to develop suitable response mechanisms in institutions to

changing social needs and conditions is the paramount educational problem of our day, whether it deals with domestic, international or interstellar matters.

Precision in the definition of international education is one need. The immediate availability of resources to improve existing or future international programs is another order of need. Table XIV, Chapter II, provides a rank order of these needs as expressed by administrators of teacher education programs. Of the top five priorities of future needs, four of these are for information and data. More than two-thirds of the institutions indicate that there is the need for a journal or bulletin addressed specifically to the problems of internationalizing their personnel preparation programs. These institutions say that there is also the need to have successful program models described in a case study approach and disseminated; that a directory of non-university resources for international teacher education activities is required and a clearing-house mechanism created for information retrieval and dissemination about programmatic and administrative concerns in international teacher education.

Recommendations

B. The study was based on the premise that it is a necessity that citizens of the United States increase their awareness of their membership in the global society. The achievement of this goal is to a large degree the responsibility of education. That is, education is the means by which persons and cultures become not only conscious of themselves but also of the structure and dynamics of cultures beyond themselves. The preparation of teachers must therefore include those intellectual and social experiences that enable the teacher to think perceptively and act intelligently in the context of a modern society defined in global terms.

It is assumed further that the training of such teachers will require a reordering of priorities within institutions and funding agencies; a reexamination of faculty and students roles, of the limits imposed by course structures, degree programs and certification regulations; an analysis of existing personnel and financial resources applicable toward the internationalization of teacher education, and most inportant a willingness to accept the reality of a society whose dimensions encompass the globe and all humanity.

Since most American teachers do not have the opportunity to move outside their class or their social milieu into the wider world, the educational need is for a broader experience with cultures and people unlike themselves. Further, the insights gained through this experience must in some manner be made available to their students in elementary and secondary schools. Following are a list of recommendations for colleges and universities that wish to incorporate an international dimension in their programs of education personnel preparation:

Resulting from data presented above and from extensive and prolonged experiences in university based personnel preparation programs, we offer several broad guidelines for modification and change in the institutions that prepare teachers. It seems imperative to note in beginning that institutions should not embark on ambitious programs in international teacher education until they have analyzed both their objectives and available resources. We would also caution that their aim should not be to create another department or program focusing on international studies alone. This is additive in nature and therefore subject not only to the competitive pressures of other components in the program, but susceptible to segregation from the mainstream of teacher education, thereby blunting its potential impact.

It is also difficult to achieve total institutional commitment when efforts to internationalize teacher education are undertaken merely as a peripheral activity prompted by academic fashion or the availability of outside financing. Rather, the major objective should be to infuse all teacher education and related general studies activities with an awareness of the multifaceted, often overlapping relationships and contexts that characterize the modern world.

1. Organization and Management

For nearly a generation teacher education has been regarded as "an all-university function" requiring the collaborative efforts of various academic departments and the professional school of education. However, too many institutions have tended to ignore the joint responsibility notion of teacher preparation while others have taken steps to facilitate cooperation and collaboration but achieved little real integration. In accredited institutions interfaculty committees are appointed to achieve such ends. Many of these committees, however, have become powerless, paper organizations

created to confer approval upon newly required courses or to arrange for the transfer of students from one course to another. If teacher education is to remain a university function and the professional preparation program is to be relevant to a dynamic and pluralistic society then such efforts must be either strengthened or refashioned. Courses and programs in the arts and sciences need to be reconceptualized to make them both more relevant and more socially significant. The unique and special needs of pre-service teachers can be more carfully analyzed and some of the resources allocated to the arts and science college should be given to finding ways to make general studies useful to teachers. Indeed, we would support Silberman's contention that teacher education be given a more central role ıtire university curriculum and believe that federal subsidies and grants to sciences programs be preconditioned on the establishment of linkages tionships between those programs and the professional schools of education.

2. onal Environment for Teacher Education

Schools of Education should begin to carefully and critically assess the ways in which the acculturation of their students takes place in an institutional setting they help to shape and design. Education personnel preparation programs consist not only of courses in educational psychology, the social foundations of education, the methods of education and supervised practice teaching. These programs take place in an institutional setting with an established professional group of teachers, researchers and administrators who have both an organizational structure and a set of values as well as a literature of education. Throughout the program--or more properly, the institution of professional education--there are certain values, symbols, beliefs and premises that are incorporated in both the structure and process of the

institution. Prospective teachers come into this institutional environment from predominatly middle class or upper-lower class backgrounds and too often are socialized according to the dominant values of that institution. In general, those values and beliefs have been found to reinforce prejudices in favor of the affluent, the competitive and dominant cultural groups by a professional staff that is predominantly white, English speaking and which holds to ideas that denegrate the worth of ethnic and cultural minorities. Teacher education institutions can no longer afford to acculturate along these lines and must create diversity in their courses, in their faculties and in their programs.

3. Persuasion of Administrative Officials and Planners

As this study has shown, deans of education are in a critical position to determine what priorities will be given to curricular changes, additions or modifications in the professional preparation program. If the Office of Education, or some other resources organization places high priority on "international-intercultural" education, these deans are faced with finding the most efficient and effective way to introduce such content, concepts or field experiences into their EPPR programs. Financial inducements, of the kind offered through certain innovative OE programs, seem to be a viable and effective way to stimulate the kind of change talked about throughout this study. Often in the past, substantial planning efforts have been spent in response to an identified OE resource or program. Limited amounts of "soft money" can induce changes far exceeding expectations, particularly at a time when there is a shortage of such money. Workshopes for deans on international-intercultural teacher education, international and cross-cultural consultative work as well as the opportunity to study in other universities and cultural settings might be ways to stimulate

"the agents of change" to come to terms with the current culturally-pluralistic world.

The study indicated that technical assistance projects, in which an American university or college assists in developing or enhancing an overseas institution or program, can be a significant catalyst in promoting an international teacher preparation program. The impact of such experiences upon faculty, curriculum and associated policies and procedures can stimulate the development of other kinds of domestic activities designed to create a more sensitive and empathetic product. Since less than thirty percent of the data base institutions have undertaken such activities this suggests that too few members of the teacher education community have been involved in a program that obviously has significant impact on institutions that have been involved. Ways should be explored to involve a greater variety and number of institutions or to stimulate consortia to undertake such activities.

4. Consortia Development

Finally, the necessary resources, intellectual and financial, that are required to mount intercultural programs suggests the need for much greater emphasis on interinstitutional cooperation. The extent of such cooperation can range from smaller consortia of American institutions to a cooperative undertaking among American and foreign universities. The expanded pool of intellectual and program resources that such consortia can provide is obvious. Complementing this expansion is the availability of a broader base of students and faculty for international activities. New and experimental programs which cannot be undertaken under single institution sponsorship for lack of support or because of small enrollments can often survive under consortia arrangements.

5. Curriculum Modification in Teacher Education

The transformation of the single purpose teachers college into a large multi-

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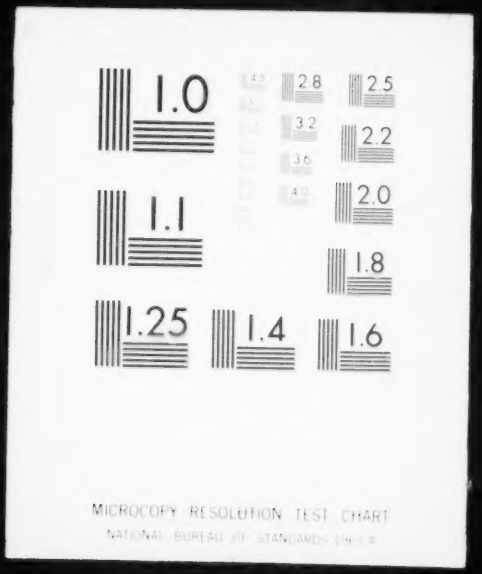
purpose institution has resulted in a division of responsibility for the teacher training process. As a result of this transformation in the past two decades, the arts and science college has assumed from sixty to eighty percent of personnel preparation responsibility. The demise of the "laboratory school" in the last decade has further diminished the role of the school of education as local school systems have increased their responsibility for this aspect of the training program. As a result, schools of education are now too often left with only the "foundation's" and the "methods" courses. It is not surprising that deans of education see little that can be internationalized. It seems to us, however, that the foundations courses need to be thought of a functional inquiries within real situations that contain cross-cultural exigencies and experiences. Such approaches might include the following:

a. The history of education could focus much more upon child-rearing practices and the enculturation process in non-Western culture as well as examining the relationship of formal education systems to social, economic and political developments, in a variety of national settings over the course of man's history.

b. Educational philosophy should extend beyond the more traditional philosophic forms and examine both contemporary Western and non-Western school of though. A much greater concentration of effort upon epistimology, particularly contemporary schemes for organizing knowledge, needs to be undertaken. Such study will lead students across cultural and national boundaries as they read Piaget, Chomsky and Levi-Strauss.

c. The empirical-scientific social sciences should be introduced into the teacher education curriculum. Such study, however, should

take place in field-centered situations, drawing upon real community or school problesm which are then interpreted and analyzed using the analytic tools and methods of the anthropologist, political scientist, economist and sociologist. Such study must extend beyond Anglo-suburban situations and introduce cultural dissonances to prospective teachers. Such study must be considered as an essential rather than an enrichment part of the preparation program.

d. Education psychology has been dominated by the Skinnerians for a generation. It is time that the study of the psychology-of-learning include other psychological schools as well as the study of stress, interaction and ego development as it relates to teacher. Such study will necessarily lead prospective teachers into other important areas of psychology and cause them to focus on children and teachers in other cultural settings.

In order to identify content and experiences for such a revitalized curriculum, we recommend a series of writing conferences be held to bring together psychologists, sociologists, political scientists, economists, philosophers and historians. These scholars should be charged with the task of:

a. analyzing the foundations of education as to what it does include, what is ought to include and what objective's should shape content and materials;

b. determining what aspects could best be "internationalized" or "interculturalized" and identify cross-cultural case studies, research studies and foreign models that could best serve to introduce and/or reinforce certain concepts leading to objectives;

c. developing a series of bibliographies and syllabi on an "international-intercultural" foundations curriculum could enhance this aspect of the professional preparation curriculum.

Issues such as environmental problems; social problems, for example, the creation of national unity and international harmony; survival problems related to food and population; and human relations problems affected by labor practices and urban-rural changes are all transnational and lend themselves in inclusion in foundational study.

6. Cross-Cultural Experiences

In developing an international perspective in EPPR programs, it is important that consideration be given to immersing students in other cultures. This cultural immersion must be accompanied by a study and application of conceptual tools to provide a continuing interface between experiential involvement and cognitive discourse focusing on other cultures and their relationship to one in which the teacher is confined by birth and tradition.

It is recommended that programs designed to provide teachers and student teachers with cross-cultural and overseas experiences be both encouraged and expanded. Such study might begin with special language and study projects for student teachers arranged from the freshman year on in geographical areas where direct collaboration between teachers and students in bilingual communities is possible, as in the Spanish-American region of theSouthwest. Through clinical experiences--from the prospective teacher's first introduction to real classroom situations, to their eventual assumption of teacher aide responsibilities--they should have experiences which enable them to appraise others (teachers, students, parents and administrators)

but also experiences that will enable them to appraise themselves and their ability to interact, with other people. Today and in the future, schools of education must expand their learning environment to reach into a variety of cultural and ethnic community schools. Student teaching or practice teaching experiences should be arranged and offered as an option for all students. Such experiences however, should not confine themselves to overseas dependent schools or to technical matters to the exclussion of cross-cultural entanglement and interaction.

7. Faculty Recruitment, Development and Other Resources

Prospective teachers should be drawn from all socio-economic and ethnic groups, nationally and internationally, and have the opportunity to interact with professional staff members also drawn from as wide a spectrum of national origin and social experience. Pedagogiacally, no program of professional preparation can be justified without the inclusion of diverse kinds of both students and teachers. Relevant program planning and implementation can be achieved only with a culturally representative faculty.

With the variety of opportunities now available for students to study and work abroad, it would seem that considerable attention should be given to finding or making similar opportunities available to their professors.

Many colleges and universities participate in faculty development programs within the United States. Such programs may range from summer institutes and occasional seminars to lecture series, summer teaching and assignments on other more "internationalized" campuses. While some such faculty development is funded by the federal government, teacher educators have generally had few opportunities for participation. NDEA summer institutes that concern themselves with either international

studies or the teaching process have also been the exclusive preserve of non-teacher educators and should be refocused. Additional avenues are open for the improvement of faculty competence in the international sphere: faculty seminars of an interdisciplinary nature that stimulate interest in and knowledge of their own disciplines in new context; hiring policies that give some preference to training and experience which combine professional and disciplinary competence with foreign study, research or service; close campus-community cooperation to permit faculty and students to take advantage of the learning potential latent in the cultural and linguistic diversity existing in the inner cities; and administrative policies that provide for staff mobility to pursue their special fields on an intercultural plane.

8. Utilization of Foreign Students

Schools of Education should begin to recognize the potential impact that foreign students, both graduate and undergraduate, can have upon prospective teachers. Education students and others should be invited to act as tutors to foreign students and to work with them in educational and study projects connected with the country of their origin. Foreign students should be considered one of many international learning resources available locally and some teaching assistantships should be alloted to these foreign students in order that they can interact with prospective teachers.

In addition we would recommend that other certain institutions and agencies should allocate time and energy to overcome the parochialism and ethnocentrism that characterize much of American teacher education.

a. Federal Government

Federal agencies should join with professional associations for teacher education and the teaching profession to systematically mobilize the many resources available for internationalizing educational personnel preparation and renewal programs. The federal commitment should (1) selectively assist institutions and specialists who have potential to contribute to the creation, testing and implementation of international-intercultural programs and/or dimensions; (2) stimulate and coordinate the many institutions and specialists committed to this concern; (3) enable professional associations to promote or engender communication between specialists and institutions in the United States and abroad; (4) enable the Institute for International Studies to make input and have information on all federally sponsored programs which contribute to an international-intercultural dimension in university, college and school programs; (5) encourage the creation of a new communications mechanism to disseminate information for and about internationalizing or interculturalizing EPPR programs; and (6) stimulate a systematic, cooperative national effort.

b. State Agencies

Certification and professional education requirements should be modified so that preservice teachers study and experience other cultures and societies as a part of their preparation program. State agencies should endeavor to have an international-intercultural dimension infused into K-14 education. Section 4, Chapter IV outlines in greater detail potential contributions of state agencies.

c. The Accreditation Process

The accreditation standards of the National Council on Accreditation for Teacher Education (NCATE) should be revised to enable them to serve as a useful way of drawing schools and colleges into preparing teachers who have both intercultural and international sensitivities and knowledge.

d. The Professional Associations

The professional associations that represent practitioners, school administrators and teacher educators need to concern themselves with education in other countries. Strong institutional links across national boundaries and cultures should be developed by associations in order to promote cooperative and long-term ventures designed to improve programs of participating instutitions. Similarly, a proportion of associational resources should be used to develop concepts, programs and organizational structures which will internationalize schools, colleges and universities.

CHAPTER IV

SPECIAL RESOURCES FOR INTERNATIONAL EDUCATION PROGRAMS

Section 1.

LITERATURE IN INTERNATIONAL EDUCATION: A BIBLIOGRAPHICAL ESSAY

by Stephen Guild

International Education is many things to many people. Individuals who are officially involved in foreign cultures, tourists who travel abroad, the thousands of foreign students who every year visit a variety of countries to study and learn from another culture, scholars and teachers who examine aspects of the world and communicate both their own and the experiences of others, the educational and social planners of Asia, Africa, Latin America and Europe who strive to develop meaningful patterns of living and learning for the peoples of their own countries -- all help to define International Education.

With so many people defining it, it is inevitable that there is little agreement on what International Education includes. Comparative education has been an important part of any study about "the rest of the world" and in many ways was the forerunner of International Education. As the nations of Africa, Asia and Latin America gained independence and began to "develop", developmental education, which included social and political development, as well as economic development, took on new meaning and became another focus for International Education. Recent events in nations around the world have helped establish cross-cultural learning as another part of the spectrum of International Education and subtlely add another focus on home as well as the rest of the world. And finally teaching about the world in American schools -- or any schools, for that matter -- is often called International Education. Rather than try to choose one of

these differing interpretations, we will assume for the purposes of this short bibliographic essay that each of them has a place in an International Education program.

Phillip Coombs' The World Educational Crisis (1968), is an excellent introduction to the subject of developmental education. This field of study has developed in the last two decades in response to serious questioning about the relationship between education and socio-economic development. Coombs' text was originally written to spark discussion at the International Conference on the World Crisis in Education and contains an important section of conclusions and recommendations for future strategies. A companion volume of unusually good background readings is George Bereday's collection called Essays on World Education (1969). The first part of the volume deals with various analyses of the present educational system in all its aspects -- management, teacher education, technology, research and goals-- and presents a balanced variety of viewpoints. The second section is a brief overview of various world areas and the conditions of "crisis" facing education in these areas.

Published about the same time and dealing with similar concerns was Adams and Bjork's Education in Developing Areas (1969). This paperback asks some basic questions about education in developing countries and notes some of real dilemmas that face decision makers in those countries. A similar book, but a little older is the volume edited by Hanson and Brembeck's Education and the Development of Nations (1966). This anthology is a good introduction to the field of developmental education and includes a section on economic, cultural and scientific development, educational

planning and some of the ethical issues involved. The volume concludes with the editors' theory of education for development.

In the sub-fields of developmental education, there are numerous works, some of which are appropriate for general reading and others for more in-depth study. In the economics area, Harbison and Myers' Education, Manpower and Economic Growth (1964), is now a classic. It presents some of the basic theories and techniques of educational planning with an economic emphasis and attempts to assess the manpower and development resources in each of the "levels" of countries where economic development is taking place. Mary Jean Bowman's Readings in the Economics of Education, published by UNESCO in 1968, presents an interesting set of readings by a number of internationally prominent scholars in economic development, manpower planning and education. The Anderson and Bowman, Education and Economic Development and the Sheffield, Education, Employment and Rural Development (1967) are other valuable resources for this area. Finally, Gunnar Myrdal's Asian Drama (1968) is a must for anyone interested in economic development and education.

In the political development and political socialization area, the major work is Coleman's (1965) collection. This edited volume contains essays by various scholars on political development in Asia, Africa and Latin America. The writers look at problems of educational development, the education of elites, and educational planning and political development. Massialas' Education and the Political System (1969) Pye's Aspects of Political Development (1969), and Prewitt's Political Socialization (1969) are also other important works in this area.

As for the process of modernization and its relation to education there are several significant works. Spindler's Education and Culture (1963), is by now a classic in the field. The book looks at both education in American culture and education in other cultures -- and attempts to introduce the idea of "cross-cultural" study. The paperback is an excellent text for a survey course in development education or for foundations, comparative education or anthropology of education courses. Levy's Modernization and the Structure of Societies (1966), is more technical and is a valuable resource for more advanced students. Interested scholars should also look at Black's The Dynamics of Modernization (1966), and Smelser and and Lipset's Social Structure and Mobility in Economic Development (1966).

When it comes to teaching about the world and other cultures in our schools of education and teacher preparation institutions, the state of affairs is unfortunately sad. This has been well-documented in Harold Taylor's excellent book, The World and the American Teacher (1968). Of particular importance are the recommendations with which Taylor concludes his book in which he points to ways to internationalize teacher education. What is discouraging is that so few of these recommendations have been implemented since the book was written. Those interested in this dimension should also refer to Klassen's Teacher Education Within the World System, (1971).

As important as Taylor's book, and somewhat more practical, is a series of publications emanating from the same source. In 1968, the Foreign Policy Association undertook a major study of International Education in the United States, funded by the U.S. Office of Education. The

final report, written by James Becker (1968), surveys the field of International Education in elementary and secondary schools. Of particular interest and importance is a taxonomy of the concepts that an international education program should include; this is invaluable for anyone who is looking for some of the conceptual foundations around which to build a lesson or program.

From this work have come two publications which center on the theme of "Spaceship Earth". Using the concept of the world as a spacecraft floating in the "bright blue" has great appeal to students and may be a most critical idea for students. A special issue of Social Education (1968) summarizes in a series of articles some of the thinking and work in progress on the Becker reports. Of particular interest are the articles by Anderson, Boulding and Kelman, which spell out in some detail the theoretical basis for the "spaceship earth" concept. On the practical side, David King's International Education for Spaceship Earth (1970) has transformed some of these concepts into ideas and resources for the teacher or teacher trainers. Using the same theme, the Southern Association of Colleges and Schools has prepared Adventure on a Blue Marble (1969).

An interesting general work in international education is Becker and Mehlinger's International Dimensions in the Social Studies (1968). This is a collection of thoughful articles by some of the leading people involved in social studies education. The volume is divided into sections dealing with the state of affairs at the time the book was written, some of the new emphases in social studies education with an international focus, and an extensive section dealing with resources and programs. The portion

covering the practical application of some of the ideas discussed in the first chapters of the volume is extremely valuable. Of special interest is Firsh's article Looking Forward, Is In, in which he discusses semantics and culture.

Thus far we have dealt primarily with background reading in the teaching of international education. There are a variety of materials which are designed either for classroom use or are a summary of the experiences others have had on a practical level. Improving the Teaching About World Affairs (1964) is an excellent summation of the experiences of Glens Falls, New York in one of the major most extensive efforts so far to infuse international education into public schools and into the community. The booklet describes the steps for implementation, some of the problems involved and provides a great many specific examples and activities. Adventures on a Blue Marble, mentioned before, is an interesting take-off on the spaceship earth idea and also provides some interesting ideas of what can be done in the classroom.

There is an abundance of curriculum materials -- both those produced by commercial textbook firms and by private or government funded projects. Twenty-six Social Studies projects have been summarized in two publications--Social Education (1970) and Taylor and Groom's Social Studies Education Projects, (1971). Of these materials there are some which are particularly good and should be considered as part of a teacher education program or an in-service training program. Clark's Through Africian Eyes (1970) provides a fresh approach to a timely subject, as do the Carnegie-Mellon Project Africa materials. Bruner's Man: A Course of Study is a well-conceived and

well-written curriculum and while intended for elementary grades could be easily adapted to higher grades, even including college. The Anthropology Curriculum Projects provide a comparative and contrastive approach to cultures, and the Greater Cleveland Social Science materials have a strong international focus. For the elementary grades the Taba Curriculum Development Project materials are excellent. The Center for War/Peace Studies and the World Law Fund has also published a variety of interesting materials dealing with war, peace and world order.

The literature in comparative education is extensive and there are a number of extensive annotated bibliographies in the field. For the general reader or the undergraduate however, there is a whole range of excellent textual materials which can be obtained inexpensively and easily. Bereday is one of the most prominent scholars in the field and his Comparative Method (1964) book is a good introduction to the method of comparative education. This is a comprehensive discussion of the methodology of comparative education and the work provides a number of case studies which illustrate the method in addition to providing valuable information for the student of comparative education. Beeby's little book on the Quality of Education in Developing Countries (1966) reviews the evolution of the teaching process in the less developed areas, using a comparative approach, and comes up with some disturbing conclusions. It is an excellent framework for further research and study. A more popular treatment of the same subject is Kazamias and Massialas' Tradition and Change in Education (1965) small book, which is an excellent one for use in foundations courses. It provides the student with some historical background information as well as an examination of the structure of

contemporary systems of education in Western and non-Western societies. Mallinson's Introduction to the Study of Comparative Education (1957) and Adams' Introduction to Education: A Comparative Approach (1966), are American texts that provide insight into the process of comparing educational systems.

Change and modernization have grown more interesting to scholars and students alike in the past several decades. A number of works in the comparative education area deal with this topic in interesting and stimulating ways. Of note are Kazamias and Epstein's Schools in Transition (1968). John Vaisey's Education in the Modern World (1967) work is excellent and is an invaluable resource book for comparative education students who are concerned about modernization questions. Thut and Adams' Educational Patterns in Contemporary Societies (1964) is also good in this regard.

Cross-cultural education is a more difficult field to review because, in many ways, it is not a "field" as such and the literature is somewhat fugitive. We are defining cross-cultural education here as learning about or teaching for an increased sensitivity to the similarities and differences of people of a culture other than our own. This may be "overseas" or may be a sub-culture of our own society. Poly-cultural nand multicultural education have also been suggested as terms to describe this new offshoot of international education, as presently defined, but we are realizing more and more, through the work that has been done in international education, that the distinction between it and cross-cultural education is not very clear -- or meaningful -- at times.

Dorothy Lee's "The Cultural Curtain" in the Annals (1959) is

an interesting starting place for the subject of cross-cultural communication. She asks some of the basic questions about communication and suggests some ways that barriers are created in the first place. For a deeper understanding of what some of these barriers are and an analysis of how they come to be, Edward Hall's The Silent Language (1959) is valuable -- especially for those interested in communications and behavior. This was one of the first works to recognize the importance of non-verbal communication in cross-cultural situations and contains some excellent case study materials which can be used in training and teaching situations. His more recent Hidden Dimension (1966) looks at the spatial relationships which exist between men in both our own culture and in comparison to foreign cultures. His section on the Arab world is particularly good. Stewart's Aspects of American Culture (1966), which he calls a "training manual," discusses some of the value assumptions which influence cross-cultural effectiveness. His is a conceptual approach and he separates values and attitudes into a number of major categories. While at times the division between "American" and "non-American" may be too forced, the work is extremely useful as background material. Northrup and Livingstone's Cross Cultural Understanding (1964) provides a good collection of readings on the subject of cross-cultural understanding. For those interested in the more theoretical aspects of this area, this is a good beginning place for a general overview.

Some of the popular anthropological studies have great value as an introduction to the questions of the relativity of cultural values. Kluckhohn's Mirror for Man (1954), while somewhat dated still have value

in summarizing some of the most important aspects of cultural understanding and anthropological study. His chapter dealing with "Queer Customs" is perfect for someone with a limited social science background and helps orient the reader to "new" ways of looking at culture. Ruth Benedict's Patterns of Culture (1961) is important for the generalized view of culture and cultural characteristics which she is able to develop. Margaret Mead's Cultural Patterns and Technical Change (1953) is a well-written introduction to the problems that occur when cultures and technology meet. While it may not always be appropriate for most international education courses, it would be a valuable resource book for outside reading.

There are a number of case-study type books written on the same theme as Mead's book. An interesting one is Spicer's Human Problems in Technological Change (1952) which is a collection of case studies. The format is unusual and it provides an excellent chance for students to examine some of the problems of technological change and to devise their own answers before having them revealed in the book. Goodenough's Cooperation in Change (1963) is another volume that provides good cases in cross-cultural communication and understanding and some of the problems involved in both Niehoff's Casebook (1966) presents the same kind of information in a slightly changed format.

There are a number of practical guides and manuals which come under the general heading of "cross-cultural training materials". There are many more than what we mention here, but these are some of the best for classroom work. The series of volumes by Pfeiffer and Jones called A Handbook of Structured Experience for Human Relations Training (1970),

are excellent for human relations training in the cross-cultural content and as such are extremely valuable for anyone working with cross-cultural training or education. The Human Relations Resources Office has published an extensive set of materials on role plays for foreign cultures especially for American --non-American roles. They are clearly written and well-researched, and although hard to obtain now, are worth the trouble finding. Another resource still in various stages of development are those done by Triandis and his associates at the University of Illinois (Urbana). The "cultural assimilators," as they are called, have limited use but are excellent for classroom use and have the ability to spark good discussion. Another valuable resource is Holmes and Guild's A Manual of Teaching Techniques for Intercultural Education (1971).

The major work in this field, however, is one that is not commercially published. This is a work done by the Center for Research and Education at Estes Parks, Colorado for the Peace Corps which is a unique and invaluable resource for cross-cultural education. The series of four volumes was devised for use by cross-cultural trainers in Peace Corps training programs, but unfortunately, it has received little use. The booklets give explicit instructions on how to set up a cross-cultural education program (in the Peace Corps), a discussion of the theory and philosophy behind cross-cultural education and an extensive section detailing the various methods and techniques which can be used in cross-cultural training. There is also an annotated bibliography which is very useful. This is a must for anyone establishing such a program, and it is possible that the Peace Corps would publish them it they had su-ficient requests.

Another group of resources which should not be overlooked in this area are the less erudite texts, novels and other books. Again the list here could be long and extensive; a representative sampling is discussed here. Oscar Lewis' Children of Sanchez (1961) is a classical anthropological study of Mexican families and provides an interesting starting point for discussion of an outsider's view of another culture. Novels written by African, Asian and Latin American authors are invaluable in gaining insight and understanding of other cultures. Two other works which are in novel form provide insight into cross-cultural problems. These are Forester's Passage to India (1924) and Turnbull's The Lonely African (1964). For a view of America, we could turn to many works which have been written over the years. One, if not the best, of these, however, is Boorstein's The Image (1964) which presents a challenging and thought-provoking view of American society.

Many materials exist for cross-cultural education within the United States, but some of the most interesting have been published by the National Conference for Christians and Jews. Intergroup Education (1954) deals with some of the problems and the techniques involved in dealing with a culturally mixed group from the same basic society -- such as blacks and whites in the United States. And as a final work Dobb's Resolving Conflict in Africa (1970) is a fascinating and important account of a cross-cultural workshop involving persons from three African countries.

As noted above, within each of the four areas of International Education we could discuss two or three times as many works as we have here, but we have attempted to examine those that are most important for the general

reader. The reader should be aware of both the space constraints and the immense amount of material that have dictated this approach.

RESEARCH IN INTERNATIONAL TEACHER EDUCATION

by George E. Dickson

There is general agreement from most segments of society that teachers and their education are the principal substance behind any effort made anywhere for the ultimate improvement of educational systems. This was clearly illustrated by members of a planning conference preparing guidelines for an international conference on education which was held in Williamsburg, Virginia, October 5-9, 1967. The conference planners concluded that there was a world crisis in education which arose from the gap between what the world community expects from education and what educational systems are able to produce. They indicated, further, that the world-wide explosion of requirements for ideas, innovations, and educated manpower, had created an educational crisis in every country, at every educational level. In discussing this crisis the conference planners identified, among the crucial elements involved, the limitation of present educational systems including the rigidities built into them. They pointed out that teacher education was heavily grounded in national and local traditions, continued to resist change, persisted with inflexibility in spite of reform attempts, and failed to meet community needs and expectations. Teacher training was named by this group as one of six priority problems which must be dealt with to realize educational reform and improvement. It was further designated as "one of the most crucial levels of reform but that ways must be found to re-educate both administrators and teachers everywhere in the system throughout their lives . . . Each country

must face the fact that teacher training is among the most conservative of all branches of education and its methods must be substantially improved."

The planners of the Williamsburg conference were stating the obvious. Every single institution and country has, for the most part, gone its own way in teacher education reform. Any superficial examination of teacher education programs in various nations reveals that there are markedly different practices between countries and between institutions within the same country. Some have few or no specific teacher education programs; others have extensive curricula. Individuals may become teachers with little more than a secondary school education, or they may need as much as a master's degree. Emphases on professional and academic studies vary greatly between institutions. Even the amount of time devoted to student teaching in the classroom differs considerably. Clearly, teacher education practices world-wide differ greatly. However, all interested parties and countries have two things in common. First, there is a recognized crucial need for the evaluation of one's own teacher education practices with a view to possible improvements and, second, there is the basic problem in developing any instructional program in teacher education of determining the appropriate content. Stated another way, the second statement deals with the question, "What should teachers be taught?" (2)

The first concern indicates a possible new frame of reference upon which to base innovations, improvements and reform in teacher education. This frame of reference has been identified as an international, research-oriented, critical evaluation of existing programs and practices, including

empirical assessment of the outcomes or products of teacher education programs. (3)

Improved teacher education programs can and have been derived from thinking about current practices within a local framework, but each environment has its own implicit assumptions about education generally and teacher education particularly. Members of various groups and societies can be oblivious to their own cultural biases concerning teacher education and such beliefs, never critically evaluated, become traditional. A unique and more promising direction for teacher education reform is an international, evaluative context. National efforts can be made more productive by going beyond national borders to find new solutions to teacher education problems.

The basis for such thinking, new to the field of teacher education, has been established in other areas. As the world continues to shrink, matters that were once the concern of people in a particular locale are now studied by international bodies. This occurs in such fields as medicine, economics, the sciences, and the social sciences. Paradoxically, educators have tended to lag behind other professionals in attempting to find and investigate matters of common concern internationally. This is ironic when education is considered a primary formal institution of cultural transmission for most nations.

Foshay has said, "If custom and law define what is educationally allowable within a nation, the educational systems beyond one's national boundaries suggest what is educationally possible." (5) To follow this

line of reasoning, we must become more aware of our own assumptions about and procedures in the education of elementary and secondary teachers through the process of looking beyond ourselves to the teacher education objectives, philosophy, patterns, and products of other countries. Looking at national programs through an international frame of reference has possibilities for revealing new insights concerning the pressing problems involved in preparing teachers.

The second concern -- what should be taught to teachers -- raises a host of specific problems that concern many aspects of the content of any teacher education program. This calls for the examination of the content of general education, professional education and subject matter specialization as well as other teacher education programs aspects. One might ask, what would be necessary to achieve the development of an international or world citizen in the teaching profession? What teacher performance criteria might be developed in teacher education programs to enable teachers to be more empathetic, knowledgeable and sensitive to other people? It is essential that teachers seek improved instruction about a new world and be more adequately prepared in the field of world affairs? Harold Long has pointed out that students now in school, "face a world in which (a) the sum total of knowledge doubles every five years, (b) technology threatens man's survival as never before, (c) instant communication and jet travel transform the dimensions of inner and outer space, (d) different human values are emerging, and (e) the population will have doubled between now and the end of the present century." (6)

It is obvious that the teaching profession in the United States has an enormous potential for giving political, social and intellectual leadership to their students and communities. The efforts of teachers can have a very definite effect upon the foreign policy of the United States through the international climate and attitude created by their professional endeavors.

The two major themes involving research in international teacher education have been identified. We now turn to brief reviews of research and/or relevant literature to expand each theme. This will be followed by a conclusion and projection of what might occupy future international teacher education researchers.

The cross-national or cross-cultural research approach has received relatively little attention in matters of teacher education. The writings of comparative educators in the field of teacher education have been principally concerned with descriptions of European, African, Asiatic, Australian, North American, and Latin American programs and procedures. *

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*The literature abounds with descriptions and analyses of teacher education programs in various countries which are vertical in nature. Examinations of a horizontal type, in which national systems are compared and contrasted, are less frequently encountered. Descriptive teacher education research of an international nature, almost exclusively, has been based upon observations, analyses of catalogs, program descriptions and the like. Such information is found in the International Yearbook of Education

Such descriptions do not indicate empirically what the teachers produced from such efforts are like or whether they are similar to or vastly different from their counterparts in other countries. Practically no information has been provided about the outcomes or products of educational systems. Anderson has called attention to this fact as "the major missing link in comparative education." (8)

The lack of attention to empirical research in comparative teacher education has been noted by others. Butts has pointed out in an article on international perspective in teacher education that this is a fruitful area for empirical research. (9) Ryans has suggested a need for "comparative studies of teacher characteristics . . . . (involving) teachers of different national, political, and cultural backgrounds." (10) Havighurst has stated that "cross-national studies will probably come to have a place in teacher education comparable to the place now occupied by cross-cultural studies within our own country." (11)

(28 Volumes), published by UNESCO; George Z.F. Bereday and Joseph Lauwerys (eds.). The Education and Training of Teachers. (New York: Harcourt, Brace, and World, Inc., 1963); World Survey of Education. Vol. IV, Higher Education (UNESCO, 1966); Review of Educational Research (Vol. 32, No. 3, June 1962 and Vol. 37, No. 3, June 1967; and numerous periodical articles in Phi Delta Kappan (especially Vol. 49, Dec. 1967), Comparative Education Review; The Journal of Teacher Education, and The Educational Record to name a few, consistently productive sources. These suggestions by no means exhaust the possibilities.

A complete strategy and frame of reference for teacher education innovation, reform and improvement should begin with discussions and planning of an international nature which can go beyond national boundaries and existing limited international exchange about preservice and inservice training programs. The pioneer teacher education research effort in this respect was a project on The Characteristics of Teacher Education Students in the British Isles and the United States by Dickson and associates. (12) This project empirically indicated the value and stimulation of the new teacher education research direction and opportunity being proposed. The study represented a unique and precursory effort in the interlocking of empirical and descriptive research analysis through international teacher education investigation. Subjects took tests in general knowledge, professional knowledge and on teacher attitudes and personality characteristics. In addition, observational visits were made to representative teacher preparing institutions in both the U.S. and the British Isles. An analysis of the data indicated that: (1) students in the British Isles tended to secure higher general intelligence and verbal comprehension test scores; (2) students in the United States appeared more learning (content) centered, while those in the United Kingdom tended to be more child-centered and permissive; (3) United Kingdom students appeared to be better prepared in academic fields of study measured, except in the areas of science wherein elementary education students in this country demonstrated a superiority; and (4) American students seemed to be better prepared in professional education areas examined than did students in the United Kingdom. Two articles on the study were published, one in London (13)

and the other in Washington (14), concerning the details of the project and the results obtained. In addition to these articles the research spawned further research efforts and more sophisticated analyses of the original study data. The information revealed from the original research and companion studies has indicated more clearly where American education could profit from United Kingdom teacher training efforts and the converse. The concern in American teacher education today for a greater and more consistent degree of field-centered effort, as in English training colleges, can be traced to this research. These projects arrested the notion that American teacher education produced only child-centered and not content-centered teachers compared with teachers trained in the British manner.

In an early empirical study, Turner compared test scores of students at Sydney Teachers College with their counterparts in the United States using the National Teachers Examination. Based upon analysis of test results, he concluded that the better, two-year program students and nearly all of the four-year students". . . stand high in relation to the average students in the United States who are preparing to become teachers . . . ." (16)

Some activity has been evident in the formation of international associations to study education cross-culturally. One association with demonstrated interest in cross-cultural studies of teacher training is the Council for Cultural Cooperation of the Council of Europe. This Council, consisting of twenty European countries, concluded a comparative survey of initial and advance training of primary and secondary school teachers in eighteen nations. (17)

There have been cross-cultural and cross-national comparisons of the educational achievement of children of an empirical nature. All of this research cannot be reported in this paper, although some projects touch on teacher training in an indirect fashion. However, the research carried on by the International Project on the Evaluation of Educational Achievement (I.E.A.) is of such importance that it must be mentioned. The I.E.A. group headed by Torsten Husen of Sweden is very well known in empirical research circles for their effort to look into the "productivity" of national educational systems. The participants in I.E.A. consist of major researchers around the world who, for the most part, head research institutes or hold important research positions in major national universities. The group originally consisted of representatives from twelve nations. I.E.A. is presently headquartered in Stockholm, Sweden.

I.E.A.'s major work began in 1962 through the UNESCO Institute in Hamburg, Germany. (18) Their initial study indicated that it was possible to demonstrate large-scale, inter-nation research involving an empirical element in the field of comparative education. I.E.A. followed up their original work with a comprehensive effort on mathematics achievement which was reported in two volumes. (19) The researchers in the mathematics project created a research conceptual model which related a study of mathematics to larger social-political educational issues and change. The major terms in this model were: values and philosophy, policy, educational practices, cognitive learning outcomes, effective learning outcomes, and general attitudes and values. The sources of data for the project were: mathematics tests and students' opinions and questionnaires

from thirteen-year-old's and pre-university students in each country, a teacher questionnaire, teacher ratings of mathematics test questions, school information, and national information. The total results of the mathematics study cannot be summarized in this paper. The reader is referred to the original source for such information.

The I.E.A. group have continued similar efforts since concluding the mathematics study in 1967 with achievement studies in civics, foreign languages (English and French as a second language), and science. The results of these studies are being published.

Husen has best indicated the general contributions of empirical international research in the following statement:

> "In general terms international studies such as this one (mathematics achievement) can enable educationalists (and ultimately those responsible for educational planning and policy making) to benefit from the educational experiences of other countries. It helps educationalists to view their own system of education more objectively because for this first time many of the variables related to educational achievement had to be quantified in a standardized way. This exercise as well as that of analyzing the content of mathematic syllabi and the objectives of mathematics teaching, has resulted in their being able to examine their own system in a more critical light . . . .

> "Since not only the outcomes but also the various independent variables were measured in at least a moderately satisfactory way, then the analyses of these data help in the identification and assessment of the relative importance of, for example, such factors as school organization, teacher training, organizational curriculum, school expenditure, technological level, and degree of urbanization of the countries concerned. Such information is a basic prerequisite to the formulation of sound policies by those responsible for the planning and organization of school systems." (20)

Beberman echoed Husen's point of view when he stated that: "the outcome of such a study could be of immense practical importance, both to a developing country facing the problem of establishing a school system almost from scratch, and to a fully developed country which is dissatisfied with the results of its present program." (21) Fattu came to a similar conclusion in an articel reviewing the mathematics achievement survey. (22)

What is apparent about the I.E.A. research efforts in mathematics can also be parelleled in international research in teacher education. It is regrettable that there are limited empirical data presently available to permit valid comparisons and the drawing of valid infrerences among the teacher education program of different countries and that there does not seem to exist any suitable medium for the exchange of such research information on teacher education among countries. There is a continuing

need to provide evaluative data for critical analysis regarding the outcomes (products of teacher education programs from an international perspective. A parallel need is for a continuing education forum in teacher education to exchange ideas and interpretations. Such research and exchange and the organization to achieve it are essential if new, developing ideas and programs are to be made maximally effective.

The second major theme involving research in international teacher education concerns the problem of developing the curriculum of teacher education programs so that the products of such programs will have the international and inter-cultural understanding necessary to cope with the world of the 21st century. Efforts along such lines presently appear to be sporadic, uncoordinated, irrelevant in content, and limited in developing potential impact across the educational spectrum. There is no clear indication of what is really happening on American university campuses to prepare teachers who have both international awareness and sensitivity.

There has been a considerable amount of material published on the board subject to international education. Richard Spencer and Ruth Awe's International Educational Exchange: A Bibliography, (New York, Institute for International Education, 1971), contains some nine hundred entries on the subject. All such writing cannot, of course, be reported but the following sources appear to contain the highlights of research and other efforts concerning the development of international understanding.

Authorities such as Isaac Kandel, George Z.F. Bereday, Vernon Mallinson, Nicholas Hans, Brian Holmes, Arthur Moehlman, and Edmund King have made important contributions to the literature on educational systems throughout the world. Perhaps, the best report on the current situation involving professional education and world affairs appears in a report from the Committee on Professional School and World Affairs, (T. Keith Glennan, Chairman and Irwin T. Sanders, Study Director), The Professional School and World Affairs. (Albuquerue: The University of New Mexico Press, 1967.) pp. 301-366. Another excellent source is the 68th yearbook of the National Society for the Study of Education titled, The United States and International Education. This work edited by Harold G. Shane is published by the University of Chicago Press, 1969. Another work involving all aspects of international education, past and present, was prepared by the Task Force on International Education, (the Honorable John Brademus, Chairman), for the Committee on Education and Labor of the United States House of Representatives. This report is titled International Education: Past, Present, Problems and Prospects published by the U.S. Government printing office, October 1966. These three sources will provide readers with a rather complete review of what has happened in elementary and secondary education as well as teacher preparation in terms of developing international understanding and promoting international activities.

The general impression from surveying such literature is that most schools of education provide some attention to international aspects. This attention usually appears as scattered offerings in comparative education, One study by a 1965 Task Force of the American Association of Colleges for

Teached Education revealed that fewer than 20 percent of the Association's 689 member institutions were offering specially designed education courses to introduce prespective teachers to education problems outside the United States. Few schools were reported to have formalized their commitments to international education through faculty action or established regular course sequences. (23) As far as can be ascertained, this situation likely still continues. The Association is presently engaged in a more comprehensive survey on the subject under United States Office of Education auspices, which should reveal further up-to-date information.

Despite the limited extent to which the curriculum in teacher education has encouraged or provided for international education in our schools, there is considerable educational literature describing and supporting the development of better world understanding. Shane has clearly indicated changing curricular approaches to "world understanding" in elementary and secondary schools and listed the desirable curricular changes advocated during the past twenty years. (24)

Excellent recommendations for preparing United States teachers with adequate international understanding and knowledge of international relations are found in Stiles, Quillen, and Fisher's discussion of the school of education and world affairs. (25) This same source discusses American teacher education activities overseas such as the Peace Corps Program and the program to provide teachers for East Africa which was financed by the Agency for International Development. These writers further set forth four areas of major concern as research priorities.

These areas were (1) United States citizens' knowledge, opinions, and attitudes about the rest of the world, (2) how the United States educational system compares with educational systems of other countries, (3) the role of education in the development process with development being a blanket term to describe the contributions made by schooling and literacy to national development, and (4) professional role differences across cultures. (26)

The literature abounds with other suggestions for changing teachers' international outlook. Long identifies six activities widely used: (1) faculty workshops or interdisciplinary seminars of short duration, (2) school sponsored inservice courses for local credit, (3) school and home hospitality for overseas teachers and students, (4) planned travel for teachers to centers of information, (5) planned overseas travel for teachers, and (6) university extension courses. (27) Various universities are experimenting with work study exchanges for their students or special education programs abroad to provide teachers in training with the opportunity to broaden their grasp of world affairs. (28)

In the Fall of 1967, Harold Taylor completed, for the American Association of Colleges for Teacher Education, a two-year study of the education of teachers in world affairs. He visited 52 college campuses and from this experience developed a list of general recommendations, proposals and suggestions which, if implemented, would considerably improve the international knowledge, attitudes, and activities of teacher education candidates. He specifically urged that the study of world affairs not be considered a special area in international relations and world history but

become part of the content of the entire undergraduate curriculum, particularly in the social and behavioral sciences and humanities. He advocated the development of new teacher education program models within the Peace Corps, Exchange Peace Corps, National Teacher Corps, Vista, Headstart, and various other governmental and voluntary agencies concerned with social change and world affairs. He recommended that wherever there were programs and organizations with international connections such as AID, UNICEF, Overseas Schools, etc., that a component of teacher education be included in the existing structure of the organization. Taylor also supported the establishment of international teaching centers on American campuses having connections and exchange arrangements with institutions abroad for educational research, international curriculum making, practice teaching, and teacher education. He recommended a more mobile style of college education in which summer experience, non-resident terms, travel-study projects, weekend institutes, a semester or year of foreign study experience, and other innovations be included as basic elements in teacher education programs. In this respect he viewed volunteer educational and social service as a regular part of college education and urged that students be given major responsibility to plan their own courses, seminars, field work and study projects. (29) Taylor's proposals were bold and comprehensive.

A notable event in initiating cross-national colleagueship, developing new knowledge and skills for improving curriculum and instruction, and making specific plans for continuing cooperation among educators of various nations was the World Conference on Education held, March 5-14, 1970,

at Asilomar California. More than 300 delegates from 60 countries and all states of the United States as well as Puerto Rico found this conference exceptionally stimulating. The conference was sponsored by the ASCD Commission on International Cooperation in Education (NEA) and its full proceedings were published. (30) One of the results of this meeting was the formation of a World Council for Curriculum and Instruction with the founding members composed of the Asilomar conferees.

The international activities of schools and colleges of education in offering technical assistance and cooperation as well as professional collaboration with sister institutions overseas has been extensive. Likely the best account of this activity is found in the study prepared by Louis Normington for the American Association of Colleges for Teacher Education on Teacher Education. (31) The foregoing is but a sample of the voluminous literature available on the subject.

It has been left to Robert Jacobs to provide the most interesting and forward-looking point of view about international education. (32) Jacobs explores the subject of, "Technology as an Agent of Change in Development Education." Alone among the writers in the field of international education, he views the implications of our present educational revolution for development education. He points out the stark fact that resources in the Asian, African, and Latin American countries are not adequate nor is the delivery vehicle of traditional Western educational effort able to meet the enormity of the educational task of providing basic education for a large percentage of the population in developing

countries to whom this education is now denied. Neither are resources adequate for building schools, training teachers, printing textbooks, equipping laboratories and meeting basic needs. He clearly calls for finding new ways to educate which must be tried, refined and implemented. Jacobs calls this: "The real world crisis in education." (33) He views such educational revolution with "bright hope and without alarm." (34)

Jacobs clearly shows that, in general, present traditional educational system efforts which have been initiated and carried out in developing countries are based on the same assumptions that created the insurmountable educational problems of these countries. Hence, it is not wise to continue exploiting such outmoded educational approaches in teacher training, vocational education, curriculum development and classroom methodology and organization. Jacobs opts for change in the structure and operations of educational establishments but realizes that this cannot come quickly or easily. He advocates training experiences where a systems approach to problem-solving is used which involves the potential of various mass media, self-instructional devices, and a full array of educational technology. His essentials of an environment for innovation include: (1) the need for a nucleus of innovators and creative thinkers who can focus on the development of the most efficient and effective solutions to educational problems, (2) training programs for trainees where the latter are actually engaged in innovative, problem-solving tasks in local situations under the guidance of experienced innovators and systems analysts, (3) organizational and administrative support for the innovative process, (4) the permissibility of unrestricted experimentation, (5) the inter-linking of

research and operational educational programs, (6) accessibility to needed information for innovation, and (7) adequate measurement and evaluation systems. Essentially, Jacobs calls for a development model which broadly uses the systems approach, measurable objectives and educational technology as components of change in development education.

Jacobs' thinking about an innovative, technological developmental, model approach to international education and teacher education closely parallels the revolutionary educational thinking which created the elementary teacher training models funded and developed through grants from the U.S. Office of Education. (35) These model programs were the forerunners and chief blueprints for the movement now called performance-based or competency-based teacher education. (36) The elementary models also speak to the use of the systems approach, specific, behavioral objectives and performance criteria, educational technology, individualization and personalization, the development of instructional modules, and a measurement and evaluation system to achieve program and product accountability. It is interesting and prophetic to find an insightful view of international education advocating the same principles as the most modern conception of teacher education which has appeared in this country.

Research and concern about teacher education, international and domestic, has apparently linked and come full circle. Still needed are basic studies of an evaluative, empirical nature concerning the programs and products of teacher education efforts from a cross-national basis.* Further research on the what and how of developing international attitudes and understandings among teacher education trainees, preservice and inservice, can be useful. But of greatest importance is the need to follow the leads suggested by Jacobs and the efforts of the Elementary Teacher Training Model researchers** in the development of cross-national efforts to experiment with performance or competency-based teacher education models. The educational promise of this latter effort -- the model programs -- is an exciting prospect for future international research collaboration.

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*An international study on the evaluation of teacher education has been proposed to the U.S.O.E. along the lines of the I.E.A. efforts involving fourteen nations but has not been funded.

**The Elementary Teacher Education Models were developed at Teachers College, Columbia University, University of Georgia, Florida State University, University of Massachusetts, Michigan State University, Northwest Regional Educational Laboratory, University of Pittsburgh, Syracuse University, University of Toledo, and the University of Wisconsin. Presently, only the University of Georgia and the University of Toledo are actively implementing the models they produced and the University of Houston is developing a performance-based program based on the ideas of several of the models.

The writer of this research review can provide firsthand testimony of the interest of teacher educators and researchers overseas concerning competency-based teacher education. During the Fall of 1971, he visited 23 countries and gave 59 lectures, explanations and/or seminars on competency-based teacher education programs in the United States. The visits also included UNESCO and OECD in Paris. Definite interest in the subject was evidenced by teacher education personnel, researchers and other faculty members in universities, training colleges, research institutes and other institutions in England, Belgium, France, Israel, Uganda, Tanzania, India, Thailand, Philippines, Japan, New Guinea, Australia, and New Zealand. Staff members at UNESCO concerned with teacher education were most receptive in terms of utilizing aspects of the competency-based approach with teacher training activities in developing countries. It is a propitious time for various international teacher education development activities. There is a great need to make the world-wide affairs of teacher education more central and less peripheral.

National boundaries can be easily crossed in the development of teacher education objectives and curriculums. International exchange of a meaningful, action-type, separated from stereotyped or pre-determined patterns of thinking needs to be provided. Alfred Balk once summed it all up in the following statement, "In science, commerce, education, welfare, governments, communications, the arts, travel, the law, the question is

not whether to increase cooperation with other nations; it is how to become the leader and chief catalyst in cooperative endeavors, out of mutual self-interest -- national, materials, and spiritual. (37) Here is a meaningful challenge for teacher education and teacher educators everywhere.

NOTES

1. Cornell University Planning Conference, Guidelines for the International Conference on Education. Tentative Title: "The World Crisis in Education: Expectations and Constraints." (Multilithed, February 16-18, 1967) p. 5. The final report of this meeting was published by George Z.F. Bereday, (ed.) Essays on World Education: The Crisis of Supply and Demand. New York: Oxford University Press, 1969.

2. The second problem has been well discussed by B. Othanel Smith and Milton Meux, "Research in Teacher Education: Problems, Analysis, and Criticism," An Analysis and Projection of Research in Teacher Education, USOE, Cooperative Research Project No. F-015. (Columbus: The Ohio State University Research Foundation, 1964).

3. George E. Dickson, "International Teacher Education Research: The New Frame of Reference for Teacher Education Reform," The Journal of Teacher Education, 18:278, Fall, 1967.

4. Arthur W. Foshay and others. Educational Achievement of Thirteen-Year-Olds in Twelve Countries. International Studies in Education. Hamburg: UNESCO Institute for Education, 1962, p. 7.

5. Harold M. Long, "Factoring Teacher Renewal for a World View," Social Education, 34:534, May 1970.

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Section 3.

IMPERATIVES FOR INTERNATIONAL-INTERCULTURAL TEACHER EDUCATION

by Asa G. Hilliard

Sometimes I think that "movement" is the basic foundation of learning. When I say that, I am thinking of what has happened to me and what has seemed to happen to others when we have had to deal with changes in life space. No matter where a human being finds himself, he begins immediately to evolve an order that helps him to make sense of his new environment. Peter Berger has called this process, "The Social Construction of Reality." Each of us has a great deal to do with what we "see" and how we think the things which we see may work. While some of us are better than others in getting a dependable, replicable, or valid world together, we all come up with rough approximations of things as they really are. We develop incomplete systems, semi-descriptive names, makeshift concepts and "explanations" that live to haunt us, especially if they are written down and are available to colleagues in their newer updated worlds. In the end, even though we all create partial worlds, there seems to be a tendency for us to regard these partial worlds as the real world, but with the "bugs" worked out. We get very comfortable in our world when we can predict things with a high level of accuracy. We even get protective of our seemingly dependable world and there is often an egotistic attempt to extrapolate our formulations to include worlds only remotely known. Ah yes, the settling in! The adrenalin ebbs. And then abruptly, at times we find ourselves in another space, in another house and the keys don't quite fit. We can deny or reject the new world or we can include it and re-work our formulations. In the end it is

likely that the new world will be somewhat bigger and somewhat different in shape. But, how will we be? Will we be ready for still another interruption?

This provincial view is common in the pages of history. Laws of motion, thermo-dynamics, gravity and others were eagerly sought and stated by physical scientists. Not to be outdone, behavioral scientists were equally creative in developing laws of human behavior. Today, however, it is interesting that more information about the world now causes us to post late theories rather than to present laws. People who have had to repeatedly accommodate themselves to new situations seem to be characterized by an increasing modesty or something like a state of suspended tentativeness about still other new experiences.

I would guess that there are few readers who have not had to deal with different life spaces. Undoubtedly, some have encountered only minimal differences while others have found themselves in radically different situations. In any case, I invite your introspection to recreate the beginning of a particularly notable experience. Do you remember when you thought that you would never be able to eat that kind of food? Was there a time when the people who sounded different spoke so fast that you could only catch a few words in a sentence? Did you feel that you would never be able to learn that new dance that everyone else seemed to have down pat? Have you always felt the way you now feel about alcoholic beverages, pot? Would you teach your first class the same way if you had the chance to try again? Is your position the same as it always was on collective bargaining for teachers? No matter what perspective attitudes and ideas you originally carried to such experiences, the chances are very good that such encounters resulted in an expanded world.

What Teacher Education Ought To Be

Let me return to this line of thought in a few moments in order to make some connections. I want to focus now on what I think ought to be happening in the education of our nation's teachers. I don't think that it is too gross to say that it has been extremely difficult for our teacher education programs to escape the mire of intellectualization in which an instructor describes teaching, schools and the community for a largely passive student audience. In a few programs, there is some departure from this basic seminar format so that students and teachers react to fuzzy recollections of one member or even more fuzzy projections of another member. Often in seminars, information is romanticized, exaggerated or otherwise distorted simply because that information comes through the verbalization of one person. These verbalizations are filtered through that person's perceptions and defenses. Some improvement in this situation has come with the use of video-taping, micro-teaching, and systematic observations. However, there still tends to be too little hypothesis or strategy testing on a planned basis. B.O. Smith and his colleagues in Teachers for the Real World (Washington: American Association of Colleges for Teacher Education, 1969) have gone to the heart of the matter when they say:

> Teaching behavior is complex, involving interactions with both pupils and materials of instruction. It cannot be studied in the classroom because behavior perishes as it happens and nothing is left to analyze except the memory or a check sheet.

Sociology, psychology, and philosophy are often too screened out from the field experience and, therefore, lack behavioral content. Anthropology is often left out altogether. Most teacher preparation programs give no more than a nod to this area which has developed some of the most fascinating and useful insights for teachers.

Up to this point, I have only been talking about the necessity of developing a methodology for teacher education which provides the opportunity for concepts to be applied in real situations. It is also important to recognize that teachers do not come to training as empty vessels. They come with their own very real psychologies, sociologies, anthropologies, and philosophies. However incomplete, naive and unsystematic these notions may be, they are the bases for the operating hypotheses which the teacher will use. In fact, the teacher may even learn to verbalize a "language of the classroom" but continue to operate on the basis of his own deeply felt formulations. Still further, the teacher may not perceive the discrepancy between the actual theoretical base he uses and the one which he talks about. Therefore, teacher education priorities must include helping a teacher to discover his own implicit operational operating framework, helping a teacher to encounter alternative notions and to try some of these notions in real situations and to develop ways of maintaining an awareness of the need for a continual integration of belief and behavior.

The Intercultural Base

I have been moving toward a rationale for the inclusion of an International/Intercultural dimension in all programs for the preparation of teachers. This rationale is slightly different from the ones that I hear most often which are based either upon an end of preparing teachers to work overseas or with children in America who come from different cultures. Certainly these two needs for teacher preparation are valid and highly desirable. However, I have come to believe that the best training for any teacher of any child or youth must include as much of an opportunity

as is possible for the teacher to experience a different or expanded life space. The richness of a professional preparation program in an intercultural situation offers unique possibilities for the development of sensitivity and flexibility in teachers.

I said earlier that movement seems to be a basic foundation of learning. When I think of teacher education, this seems especially true. Teachers today seem to come most often from the much maligned middle class. Today that middle class tends to be characterized by a pervasive provincialism. Consequently, the most culturally deprived group in contemporary America may well be our teachers. Whether they teach in rural, suburban or urban schools their associations and range of experiences tend to be narrow and their intercultural contacts limited. At this point, my argument is not really social as much as professional. Intercultural settings provide the opportunity for pedagogical principles to stand in clear relief in a way that is impossible in a sterile monocultural environment.

When I go into a country which is new to me, I find that I go expecting to notice things. Little things which would go unnoticed at home are clearly evident. In fact, I am sometimes so prepared to find differences that I will identify as different something that is an ordinary part of my home environment. I simply have not been prepared to pay attention to many things which at home I have long since learned to take for granted. I find that I am also more aware of myself in a strange context. Since I do not know appropriate ways to respond nor do I know the way in which my actions will be interpreted, I find that I am more considered in my action and more careful in my communication. The motivation for being more aware is there. Even

though new situations may be uncomfortable, I find that I can be more tolerable of error in my own behavior. I believe that one becomes more free to analyze his behavior since a person new to a culture is ignorant by definition. When there are real differences between behaviors, events, or things between my own culture and the new, seeing them as contrasting extremes helps me to see the continuum more clearly. Perhaps the prime benefit of learning in an intercultural context is that I find that I am once again more aware of what it means to be a learner at the very same time that I am thinking of what I must be able to do as a teacher. At that point I am able to view principles/human behavior from both an internal as well as an external perspective.

Methodology

The kinds of things which I have just mentioned are best encountered when others are being similarily introduced to a new culture. It is not automatic that an intercultural context will provide identical insights to peers who are experiencing the same condition. From a group one can gain support, check perceptions, obtain non-threatening feedback on one's behavior if the proper facilitation is available.

I wish to be clear that there are a multitude of intercultural situations which are available for teacher preparation purposes. International and interethnic possibilities are obvious and certainly are the most desirable of all. In the absence of these, there are still age, economic, geographic and other situations which can serve similar purposes. The important point is that the learner be placed in a condition which is as different as it can be from his own life space so that he must get into the process of

reorganizing his world. At that point, guided inquiry into pedagogical analysis becomes more animated, more real, more grounded and more effective.

Content

It is not enough for teachers to be in an intercultural situation if they only think in the usual ways about teaching and learning, even though the context itself may be rich and unusual opportunities may present themselves. There are some special opportunities which the cross cultural context is ideally suited to offer. The program must be structured to take full advantage of these opportunities. I will spend a few moments presenting an overview of these areas because they are treated inadequately in most programs with which I am familiar. Keep in mind the idea that each of these should be examined in a real context because cogn tive or non-experiential information is no substitute for the development if these concepts through one's life space.

Cognition

One day while I was working in Liberia, I had the occasion to be in a Loma village about two hundred miles in the interior and well off the main motor road. While sitting on the steps of a hut, seven or eight young boys of elementary ages came into the clearing. They spoke no English and I had a small pen sized microscope with me and pulled it from my shirt pocket. I sprinkled some sand on a plank and began to look at it through the microscope. Soon the boys were around me at a respectable distance obviously even more curious now. After a few moments a small boy caught my eye and I knew he wanted to see. I passed the microscope to him silently and he took it eagerly and quickly began to peer through the microscope. He expressed surprise immediately and began to talk excitedly to the other boys.

They pushed and shoved for a chance to look. Soon they were taking turns. After the fourth boy looked the second boy reached down and pulled up a part of a weed. At once all the boys seemed to want to try looking at the weed under the microscope. Then they began to bring all kinds of things to look at. Finally a large boy grabbed the microscope from another boy and put it to his eye and pointed in the direction of a tree in the distance. Here were boys with no formal schooling, who spoke no English, who used few technical tools if any, but who obviously were exhibiting, and rather naturally, logical and complex mental operations. They recognized that the microscope made things appear different. Then logically, if sand is made bigger then other things should be made bigger. (Immediate inference.) When the large boy looked at the tree, he appeared disappointed. He recognized, apparently that his newly created rule did not apply in every case. Later I had the the opportunity to read Claude Levi-Strauss', The Savage Mind. In it he presents some research findings concerning the thought processes of so called "savage" people. He makes the following points:

> Several thousand Coahuila Indians never exhausted the natural resources of a desert region in South California, in which today only a handful of white families manage to subsist. They lived in a land of plenty, for in this apparently completely barren territory, they were familiar with no less than sixty kinds of edible plants and twenty-eight others of narcotic, stimulant or medicinal properties...a single informant in the Gabon, recently developed an ethno-botanical list of about eight thousand terms, distributed between the languages or dialects of twelve or thirteen neighboring tribes.
>
> ...of a backward people of the Tyukyu archipelago, we read, "Even a child can frequently identify the kind of tree from which a tiny wood fragment has come and furthermore, the sex of that tree, as defined by Kabiran notions of plant sex, by observing the appearance of its wood and bark, its smell, its hardness, and similar characteristics."

Because we tend to underestimate the capacities of others, it is necessary to have first hand experiences in which we can come to discover what

reality is. Naturally we can all read the same information. However, there is an effective component to the getting of information first hand. Teachers in training need to experience people from other cultures as they exhibit cognitive complexity in order to have proper expectancies for teaching and learning and for a man to man respect for someone of another culture. Again, this will not happen automatically. Programs must be planned to ensure that teachers do not overlook information.

Language

Communication is at the root of the problem of how to be a teacher. Recent advances in linguistic studies as applied to the field of education offer a great deal of promise for those who would be good teachers. The intercultural context is ideally suited for hypothesis testing in this area. Some form of basic linguistics is essential for teacher preparation and should not be left to chance. Our standard list of prerequisites needs to be reworked. Linguistics and education should be a part of basic teacher preparation and not simply reserved for the specialist. In that other cultures are best understood when we speak the language of that culture, not only linguistics but other languages should be required of teachers.

Learning and Culture

In Margaret Mead's classic Cultural Patterns and Technical Change, (New York: The New American Library, 1960), she helped to focus attention on the way in which culture influences any normal human process. Not only is resistance to change influenced by culture, but culture also determines both the methods of conceptualization as well as the raw data around which conceptualizations may be formed. Intercultural teacher preparation should

permit teachers to focus on real situations in which culture makes a differential impact upon learners. Again, seeing and experiencing is believing. The exciting work of Michael Cole and John Gay on learning concepts among the Kpelle in Liberia illustrates the degree to which culture and learning must be a topic for teachers.

Teacher Impact

In the intercultural context, the exaggerated behavior of the teacher can be noticed. The opportunity for peer feedback becomes more probable. Too often the subtle messages which teachers send to students are destined to remain at an unconscious level. However, the intercultural situation makes the teachers' response pattern more visible.

Socioeconomic Status Impact

It is desirable that any intercultural setting for teacher preparation be structured so as to include more than one economic level of students. Specifically, the teacher should be made to examine the impact of socioeconomic status upon the interchange that takes place between the teacher and his students. For example, some studies have shown that many teachers have relatively little information about the poorest students in their classes. The key thing about this fact is that these teachers believe that they are responding to all children equally. Often teachers make other kinds of distinctions such as preferences for the academically talented. The intercultural setting can be used effectively to raise the level of teacher awareness in this area, since wide differences will tease out greater varieties of teaching behavior. Stanley Charnofsky's Educating the Powerless (Belmont: Wadsworth, 1971) and Paulo Frere's Pedagogy of the Oppressed (New York: Herder and Herder, 1971) clearly document the impact

of social conditions on learning and teaching. These are things which teachers must see to believe.

The Teachers Own Feelings as an Influence

Ultimately the teacher has to be helped past the preliminary point of a clinical study of others. A teacher must be helped to become aware of his own subtle feelings, to find ways of dealing freely with children.

Program Development Principles

The implications of the foregoing for program development can be summarized as follows:

1. Planned Use of Cultural Dissonance. Cultural dissonance in the setting for the preparation program should be considered as an essential rather than as an enrichment activity. This is based upon the way in which the teacher can learn fully.

2. Foundations Taught Contextually. It is necessary to think of psychology, sociology, anthropology and philosophy of education as functional inquiries within a real context. The context itself should be the basic data for the disciplinary principles.

3. Teachers Learn in groups. Teams of trainees considering joint experiences and developing specific hypotheses for testing should be established. It is unlikely that a single teacher operating in isolation can encounter a sufficient variety of experiences or can interpret feedback without the benefit of peers. Trust is an indispensable element in the peer situation.

4. Multicultural Staffing. Multicultural staffing is not simply a matter of legal rights or moral principles. It is a fundamental pedagogical requirement. Relevant program planning and implementation can be achieved only with a culturally representative faculty. This does not mean that the same kind of multicultural representation is necessary for every program. Some diversity in training faculty is a positive institutional statement to all students.

Conclusion

We, as teacher educators, are responsible for teachers who, today, are too often afraid of different students. We are responsible for teachers who have had no opportunity to come to know themselves in relationship to others. Most of all we are responsible for teachers who leave our schools

of education and go into classrooms as a "tight little islands" or as "encapsulated men." Those teachers will never reap the reward of being teachers and as a consequence, students will not meet human beings. The student may lose his opportunity to learn to live without fear and to crack his shell enough for the outside to pour in. Tight teachers and tight kids will mean that WE BLEW IT!

Section 4.

THE PARADOX OF THE INVERTED OSTRICH: STATE LEADERSHIP AND EDUCATION FOR GLOBAL SURVIVAL IN THE 1970's

by Ward Morehouse

The Ostrich Faces Reality

One of the folkways about the behavior of the ostrich is that, instead of facing resolutely the hazards of its environment, this remarkably swift but ungainly creature partially inverts itself and puts its head in the sand. The conventional explanation for this peculiar behavior is that by placing itself in a posture where it cannot see the dangers confronting it, the ostrich presumably hopes the dangers will go away.

So it also is with the formal institutions and agencies of education in American society and the leadership of these institutions and agencies. Adopting the proverbial posture of the ostrich, formal education in our society has failed to respond to the challenges of the rapidly changing and increasingly interdependent world of the second half of the twentieth century.

It is clear that state education agencies and their leaders are by no means alone in adopting the inverted posture of the ostrich. Leadership of federal, local, and higher education segments of the larger educational community are similarly posed. But the failure of state education agencies to respond in any significant way to our revolutionary world is at least as consequential as the failure of any of the other elements in the system, and perhaps more so, because of the critical position

occupied by the states in our constitutional system which assigns to the states primary responsibility for education.

Educational Sanity and Global Survival

In the last 25 years the boundary conditions of human existence have been altered in a fundamental way. Throughout man's history, the survival of individuals has hung in the balance, and indeed, so at times has the survival of whole communities which have been perched at the brink of disaster from pestilence, war, or some catastrophic natural event. But for the first time in the millennia of recorded history, the entire species stands at the edge of oblivion.

What has altered the boundary conditions of our existence in such a fundamental way is not only the possibility of nuclear holocaust. Man's skill in tampering with one end of the life cycle has brought about a dramatic increase in human longevity without, taking the world as a whole, a corresponding decrease in the rate at which we produce new human beings. The prospect of doubling the human population of this troubled earth in the remaining decades of this century has suddenly made us aware that we are somewhere near the end of an exponential process of growth.

It has become apparent, furthermore, that no single society, let alone all of human civilization, has yet succeeded in avoiding the destructive consequences of group identity and conflict -- those primordial ties of race, ethnicity, religion, and community which bind men together and set them apart from one another. This melancholy fact of human existence has special meaning for us in America, for we long deluded ourselves into

thinking that the melting pot really did work and that as an "advanced" society, we would soon emanicipate ourselves, if we had not already, from the adverse consequences of this kind of social conflict. In the past 25 years, racial and ethnic identity has reasserted itself with striking vigor in North America, as it has in many other societies, both rich and poor, elsewhere in the world.

The Response of the States to the Challenge of A Revolutionary World: The Situation in the Sixties

If the states, as we have suggested, do indeed occupy a pivotal role in American education, it is surely important to find out what the states have been doing and to identify what they should be doing in providing leadership for education for global survival. This consideration is what impelled the Education Commission of the States in 1968 to commission a report on State Leadership in International Education.[1] This report followed a conference held at New York University's Gould House in 1964 under the sponsorship of the New York State Education Department and the U.S. National Commission for UNESCO and a survey of the study of international affairs by Professor Gerald Marker of Indiana University in 1966.[2] It may be useful to summarize these earlier efforts to look at the role of the states in education for global survival before turning our attention to the situation in the 1970's

Participants in the Gould House conference on the role of the states in international education in 1964 insisted:

> To the degree that states are committed to strengthening education in general, endeavors to strengthen opportunities

> and resources for the study of other peoples and cultures merit state support and encouragement -- for knowledge and realistic understanding of the world in which we live is one of the central purposes of formal education. In the hierarchy of educational goals, these opportunities and resources, furthermore, should have equal priority with science, mathematics, and other fields.

But the conferees concluded that the state education agencies which occupied such a critical point of leverage in the formal educational process in our country "have done far too little" in helping schools become more relevant to the revolutionary world of the present and the future.

Despite America's undeniably vast involvement in the international arena, the field of international affairs is slighted or even virtually ignored by a number of school systems in the United States, concluded Gerald Marker on the basis of his survey of the situation in late 1966, two years after the Gould House conference:

> In fact, the organizations that set minimum educational standards in the nation's public schools -- the state departments of education -- are, by their own admission, doing very little to improve the teaching of international affairs. There are a few exceptions, but generally the states have given priority to areas other than international education. Indeed, until the recent infusion of federal funds, many state departments of education had no one whose primary responsibility was the area of social studies in general or international affairs in particular. Although a number of states do seem to be in the very early stages of developing some rather ambitious programs, the present situation gives few indications of monumental leadership on the part of the states.

There was little evidence in 1969, when the Education Commission of the States report appeared, which would change in any significant measure "these disquieting conclusions," to use Professor Marker's phase. In projecting possibilities for the future, however, emphasis should be

given to instances of positive action, and they are more numerous than might be expected. The ECS study of the role of state education agencies in international education revealed the following states involved in special programs:

Appointment of foreign consultants in non-Western areas to the state department of education:

Colorado	Tennessee
Montana	Texas
New York	Utah
North Carolina	West Virginia

Statewide programs and conferences in international education:

Connecticut	New York
Delaware	Oregon
Illinois	Rhode Island
New Jersey	Tennessee
New Mexico	Virginia
Wisconsin	

Agency-sponsored exchange programs:

Alabama	Maine
Colorado	New York
Louisiana	Oregon
New Jersey	Tennessee
Texas	

Agency support or encouragement of bilingual education programs:

California	New Mexico
Delaware	New York
Louisiana	Texas
New Jersey	Virginia

State-sponsored community projects in world affairs:

Missouri	Ohio	New York

Twenty-six state education agencies were reported to be sponsoring in-service programs in international studies.

This is not an exhaustive list. The actual state summaries in the ECS report indicate considerably more. But this does give some idea of the diversity of activity underway in the 1960's. And even in the area of teacher certification (where state education agencies are but one of a number of factors and can scarcely be singled out as the only important obstacle), there has been considerable responsiveness to the relevance of overseas experience to teaching in American schools. Harold Taylor, in his study of teacher preparation and world affairs, cites eleven states which grant temporary certificates to returned Peace Corps volunteers under certain circumstances: Kentucky, Maryland, Mississippi, Montana, New York, Oregon, Pennsylvania, South Dakota, Texas, Vermont, Washington.[5] Nine states and the District of Columbia permit Peace Corps teaching experience as a substitute for the student teaching part of the professional requirements: Alaska, Hawaii, Maine, Maryland, Nebraska, New York, North Carolina, Puerto Rico, Rhode Island. And five states have a policy of review in individual cases: Hawaii, New Jersey, Utah, Washington, Wisconsin. Other states in addition give partial credit toward either the renewal of a certificate or toward a permanent certificate.

The ECS report found far less evidence of activity in state education agencies toward developing various kinds of relationships with institutions and agencies abroad. But even here some efforts have been

made. Perhaps most noteworthy is the effort by the four southern states participating in the Regional International Education Project under Title V of the Elementary and Secondary Education Act: Texas, Alabama, Tennessee, and Louisiana. These state education agencies began in the late 1960's to develop with several Central American countries relationships which offered promise of assistance to those countries in meeting some of their educational problems as well as enrichment and support to the strengthening of foreign language study and other activities in the schools of the states participating in the regional project.

New federal education legislation passed in the 1960's particularly the Elementary and Secondary Education Act of 1965, significantly expanded opportunities for the states in international education. Several states used ESEA Title V funds to strengthen their activities in fields related to international education. But opportunities for new departures in the international field are by no means confined to Title V of the Elementary and Secondary Education Act. State education agencies have now a far more significant role than they had in the past in the administration of ESEA Title III, which provides support to local school districts for projects of change and innovation. In Georgia, New Jersey, Michigan, New York, and North Carolina, as well as elsewhere, Title III projects devoted to innovation in the study of other societies, cultures, and languages have already been initiated.

There is all too little evidence, however, of state education agencies' taking advantage of the opportunities provided by the recent availability of federal funds to strengthen international aspects of American education. Indeed, the half decade between the 1964 and 1968 comparisons of state curriculum guides and certification requirements in the Gould House and ECS reports show relatively little forward movement, with the partial exception of a somewhat greater incidence of state curriculum publications dealing with foreign areas of the world.

The situation in the sixties was, then, one which revealed some initial efforts and a growing base of interest and experience in state education agencies concerned with strengthening the international aspects of American education. But the situation also showed far more important opportunities not yet seized. Responding to these opoortunities is the challenge for the 1970's.

The Situation in the 1970's

The situation in the early 1970's does not reveal any marked change over the situation at the end of the 1960's, although no repetition of the 1964 Gould House conference and 1968-69 Education Commission of the States surveys have been attempted and this generalization is based on a random sampling of developments in several states. Shifts in emphasis can be found here and there, and some new initiatives have emerged in several states not previously identified as particularly active in the field of international education. These new initiatives have probably been offset by changes in interest and decreases in levels

of activity away from international education elsewhere, although these are difficult to measure.

Simply by way of illustration, Ohio and North Carolina have both moved forward actively with a varied program of in-service education and related activities. For example, Ohio now requires six semester hours in "non-Western studies," effective in January of 1972, for certification for social studies teachers, and an Asian studies action committee has been formed of representatives from seven metropolitan school districts, the Ohio Council for Social Studies, the State Education Department, and Ohio State University. Moreover, the Ohio State Education Department is supporting a three-week East Asian Studies Institute for Teachers in the summer of 1972. North Carolina has over the last two years embarked on a statewide program of in-service teacher training to handle a required Asian and African studies offering in the schools and has called upon national agencies in the field such as the African-American Institute to assist in this effort.

Several states, including Ohio and Colorado, have undertaken special surveys of teachers in terms of background and interest in international education. In Indiana, four Indiana universities joined together to offer a television course on Asia for teachers on a statewide basis; a similar effort has been made in North Carolina; and in Wisconsin, a variety of curriculum development and implementation efforts related to international education, such as a sixth grade level television series on comparative cultures and the co-sponsorship of three summer seminars on the Middle East at the University of Wisconsin, have been undertaken.

In states which had already moved actively into the field of international education in the 1960's, some important shifts in emphasis and activity have occurred. In New York, for example, the State Education Department's Center for International Programs and Comparative Studies has begun to give increased emphasis to critical world problems vital to global survival such as conflict resolution and international cooperation, population growth, and the impact of technology on society.[4]

Cross-Cultural Encounters for State Education Leaders -- The Chief State School Officers Overseas Seminars

One important development which has emerged during the past three years since the ECS report and which is designed to strengthen state leadership in education for global survival is a series of overseas seminars sponsored by the U.S. Office of Education in cooperation with the Council of Chief State School Officers. These seminars are designed to provide Chief State School Officers with cross-cultural experiences, including opportunities to learn directly how other societies are confronting their educational problems and to identify educational resources with which to broaden the horizons of future generations of American students. The first such seminar visited Japan, India, and Israel in the fall of 1969 and was followed by a second seminar in Eastern Europe in the spring of 1970. A third seminar was conducted in the fall of 1971 in Taiwan, India, and Egypt. The following states have been represented by their Chief State School Officer in these seminars:[5]

Alabama	Delaware	Nevada	South Dakota
Alaska	Georgia	New Mexico	Utah
Arizona	Maine	North Carolina	Virginia
California	Maryland	North Dakota	West Virginia
Colorado	Missouri	Pennsylvania	Wyoming
			Trust Territory

What has been accomplished by providing such experiences at the higher level of state educational leadership is real, if difficult to quantify. Almost all of the states represented have subsequently participated in other Office of Education programs in international education often as a direct result of interest stimulated by the overseas experience. Thus, a growing number of state education agencies from the group of states represented have sought foreign curriculum consultants through a related Office of Education program and an increasing number of state education department staff members in the social studies have participated in another USOE-sponsored program, namely, a seminar for social studies Supervisors in India.

Other examples of the impact of this experience are more varied. In one state, the state superintendent of public instruction introduced a bill in the state legislature making it possible for schools of that state to employ, under special circumstances, foreign teachers who do not meet state certification requirements. In another instance, a state education department brought a curriculum specialist from India to serve that department as a consultant as a result of the state education commissioner's having met the individual concerned while in India with the Chief State School Officers Seminar.

These seminars demonstrate that providing cross-cultural experiences for chief educational leaders does pay off in helping the states meet the challenges of education for global survival. But it is also clear that this kind of experience, confined only to the chief state school officer and in isolation from supporting and follow-up activities, has much more limited value than if a carefully planned sequence of subsequent opportunities are provided.

State Leadership for Global Survival in the 1970's

The 1969 Education Commission of the States report contained several basic recommendations for state initiative in providing leadership for education for global survival. These appear to be as valid today, if not more so, and are therefore summarized in the following paragraphs:

A Systems Approach to International Education

> We live in an age of growing organizational complexity. Trends over the past several years suggest that such complexity -- and the interdependence which accompanies it -- will become more pronounced in the future. This argues for what might be called a systems approach to strengthening the international dimensions of American education . . .
>
> What we confront is in fact a three-dimensional matrix, with the state education agency at the center. One dimension is the federal-state-local. Another is elementary-secondary-higher education (with the state education agency having relationships with all three). And yet another involves regional collaboration with other state education agencies and cooperation and mutual interaction with national non-governmental organizations concerned with improving education in the schools in the international field and in general . . . .

Each one of these dimensions to the matrix has important opportunities which can be most effectively seized when the state education agency takes the initiative and provides the leadership. In many cases, financial and other resources will be forthcoming, as in the federal-state-local continuum, is such initiative and leadership are demonstrated by the state education agency.

To make the implications of the systems approach for the role of state education agencies in strengthening international education more concrete, consider the possibilities under Title III of the Elementary and Secondary Education Act. Here federal funds are available for innovative projects by local schools in strengthening the study of other cultures as essential background to understanding social and cultural differences in our own society, But a state education agency first must encourage submission of proposals from local schools along this line, and then decide to support the most promising of the proposals submitted with the funds allocated to the state by the federal government . . . .

Organizing State Education Agencies for Change

State education agencies will want to ponder Harold Taylor's suggestion that staff members with specific responsibilities for international education be appointed to these agencies. This may not be a pattern for all states but it certainly should be for some. These directors of international education should be, if they are doing their job effectively, important change agents in the schools and other institutions with which the state education agency works . . . .

Travel-study experiences similar to those provided for supervisors of social studies by the U.S. Office of Education in India, and comparable programs for key school administrators and teacher education officials there and elsewhere, should be made far more widely and more systematically available to state education agencies. State education agencies themselves should be more actively involved in recruitment and selection for such programs, thus assuring that, at least over a period of time, all states will be represented in some fashion or other.

One of the key roles to be played by state education agency staff members in international education (as well as other aspects of the work of our schools and colleges) is that of liaison with the different kinds of institutions and levels of governmental activity suggested by the matrix described in the preceding section. This means that state education agency personnel must have far more mobility outside their states, both nationally and internationally, than is often the case . . . .

Strengthening Local Leadership and Initiative for Change

As state education agencies strengthen themselves and their capacity for more effective leadership in areas of critical educational need such as international education, local schools will look to them for assistance, help, and encouragement in meeting the urgent problems confronting the schools. This gives state education agencies unusual opportunities in working with local leadership in order to make the total education experience provided by the schools more relevant to the world of the future. Workshops, conferences, and residential seminars of varying sorts might be organized by state education agencies for teams of key teachers and administrators from local school districts to make them aware of needs and opportunities. The Education Professions Development Act, which provides an explicit role for state education agencies, is a potential source of support for such efforts . . . .

Another important role to be played by state education agencies in strengthening the international dimensions of education is with local, regional, and state organizations of teachers in different subject matter fields, particularly (but certainly not exclusively) social studies. Very few of these teacher organizations are at present really strong or effective. State education agencies could render invaluable assistance by jointly sponsoring meetings with such organizations, assisting them in the continuing organizational tasks which all such groups have (the mobility of state education agencies' staff members within their state is an important advantage here), and using them as chosen instruments for developing in-service programs for teachers and other activities . . . .

Improving Curriculum and Instructional Services in International Education

The need for improving curriculum and instructional services, particularly once local interest on the part of teachers and administrators has been stimulated, is virtually limitless. The situation is a characteristic one which combines opportunity for fruitful activity with an equal hazard of achieving little or no effectiveness. Virtually all state education agencies are confronted with the unhappy task of serving needs in a universe of institutions and individuals far more extensive than their limited resources in personnel will permit them to effectively. It follows from that set of circumstances that state education agencies should not try to do what others are already doing or can do better. "Specifically, state departments of education," argues Professor Marker, "should not invest time and money in producing materials for classroom teachers but should rather concentrate their limited resources on creating a liaison between teachers and existing opportunities." . . .

It should be the business of state education agency personnel to be as intimately familiar as possible with the 50 social studies curriculum projects Professor Marker mentions or comparable efforts in other subject matter fields. As they move about the state seeking to assist and improve local schools, they can see that individual teachers and administrators are made aware of those aspects of this web of activity noted by Professor Marker in terms of what is most relevant to the local situation. Because they represent the state education agency, their suggestions are likely to carry greater weight . . . .

One critically important aspect of international education where state education agencies have a significant role to play is in research and evaluation. State education agencies should sponsor the development of more effective instruments for measuring the impact of the study of other societies and cultures (including "subcultures" in American society) on knowledge and attitudes of both teachers and students. Very little work has been done thus far in this field as it pertains to the study of social and cultural differences . . . .

Strengthening Teacher Education and Certification Practices

While it must be recognized that the state education agency is only one of a number of elements in the situation, it does not follow that state education agencies have no opportunity for initiative. Indeed, the increasing recognition by state education agencies of Peace Corps service and comparable foreign experience as being relevant to preparation for teaching is an encouraging case in point. The other formal impediments to drawing more varied kinds of human experience into the classroom should be eased . . . .

State education agencies, should, however, move beyond a merely permissive stance to one of active encouragement and initiative. They should urge colleges and universities in their states which prepare teachers to develop new approaches and experiment with new ideas to build a world perspective into the preparation of teachers. The practice or student teaching phase of a substantial number of prospective teachers should be carried out at least in part in another cultural milieu, and this should include different cultural groups in our society as well as beyond the borders of the United States . . . .

Finally, state education agencies have new and growing opportunities in the field of in-service teacher education. Their role under the Education Professions Development Act can be a decisive one. Quite apart from programs which they themselves may administer directly, they are a channel for substantial support through federal funds of local in-service activities . . . .

Developing the Overseas Dimension of State Education Agency Programs and Activities in International Education

State education agencies, because of the central position which they occupy in the matrix of the educational system in the United States, have much to contribute and to gain from involvement in the development process abroad, as well as at home. Many state education agencies, furthermore, have functions more analogous to those of national ministries of education in other countries than

> does the U.S. Office of Education, which, under our federal system, has far more limited contact with individual teachers and schools (and necessarily of a more remote character) than do state education agencies . . . .
>
> The kind of relationships now being developed by the four-state project in the South merit careful consideration by other state education agencies. Opportunities for exchange of teachers and state education agency personnel will be opened up as a great potential source of enrichment to the state concerned as well as to the other country. As the relationship grows, new opportunities for mutual assistance will become evident.

Developments in the past three years affecting the role of state education agencies generally and their work in the field of international education specifically suggest some extensions and refinements of the preceding recommendations, although these recommendations remain as applicable now as they did when the Education Commission of the States report was first released.

One important consequence of providing chief state school officers with opportunities for cross-cultural experiences through the U.S. Office of Education-Council of Chief State School Officers overseas seminars is a need repeatedly stressed by the chief state school officers involved in these cross-cultural experiences themselves. It is vitally important that the experience of the man at the top be reinforced down through the organization for which he is responsible in providing overall leadership. This means that Deputy or Associate Commissioners of Education, particularly those in charge of curriculum and instruction, need also to have similar cross-cultural experiences as a means of reinforcing and extending

the leadership provided by the chief state school officers. Indeed, the possibility of teams from different state education agencies should be concerned as a next step after involvement of the chief state school officers. Certainly, the possibility of teams from different state education agencies should be considered as a next step as a means of creating a critical mass of interest and commitment within a single state education department. Such a team might well consist of the Deputy or Associate Commissioner for Curriculum and Instruction, curriculum specialists or supervisors in subject matter areas such as social studies, foreign languages, and language arts, and an official responsible for teacher education and certification. Others who might be included in such teams would be state education agency staff members responsible for administering Elementary and Secondary Education Act Title III funds for innovation and change, those concerned with the humanities curriculum if separate from foreign languages and language arts, and new areas of rapidly emerging concern in the school curriculum with transnational dimensions such as environmental education.

The 1970's appear likely to accelerate a trend already in evidence which is making fundamental changes in the basic role of state education departments. More emphasis is now being given to service to local school districts and the development of cooperative relationships at the federal-state-local levels and with regional and professional associations and less attentions to formal supervision and control. This trend has direct implications for state leadership in education for global survival. As a first step, it is vitally important that state education agency personnel

become better informed about activities in other states, within universities, and involving other organizations and agencies concerned with different aspects of education for global survival. The kinds of collaborative relationships which, for example, the North Carolina Department of Public Instruction has developed with agencies such as the Africa-America Institute at the national level and regional associations like the Southeast Association of Africanists and the Southern Atlantic States Association of South Asian Studies or the New York State Education Department has evolved with organizations like the Population Council and the Center for War/Peace Studies are illustrative of what needs to be much more widespread in the future.

The four southern states participating in the Regional International Education Project (Texas, Alabama, Tennessee and Louisiana) have already pointed the way toward another important opportunity for the 1970's, namely, the organization of one or more consortia of those state education agencies with particular interest in different aspects of international and intercultural education. Such consortia might be organized either on a regional basis or because of similarity of interest. For example, a consortium of state education departments might be formed to cooperate with principal learned societies and cultural organizations in developing curriculum guides and other resources for teachers. Such guides would draw upon the expertise of these associations and organizations on the one hand and on the other hand be adapted to the state curriculum and then "legitimized" by the state education agencies participating in the consortium for dissemination in their respective states. As another

illustration, a consortium of state education departments might be organized to sponsor one or more overseas service and curriculum centers to develop in-service programs and teaching materials on other cultures and societies for use in American schools. A useful example of this is the Educational Resources Center in India operating under the aegis of the New York State Education Department but with extensive informal cooperation with other states. Centers similar to ERC could well be established in other major regions of the world still neglected in the American school curriculum but of growing importance to future generations of Americans such as Latin America, Africa, and East Asia.

The Prospects for Survival of Ostrichs and Other Sundry Beings

Ostrichs do not really, careful observers of their behavior report, put their heads in the sand in the face of impending danger, if only because of the difficulty of breathing. Nonetheless the folkway persists.

It is equally clear that state education commissioners, members of state boards of education, and other sundry beings involved in providing leadership for education in our society at the state level do not follow the alleged behavior of ostrichs. They are intelligent men and women seeking to respond to a variety of social demands, crises, and challenges related to or generated by the formal educational system in our society. At the same time, it is also clear that our educational system remains dangerously outmoded in terms of its capacity and willingness to face up to its challenges of global survival in the remaining

decades of the twentieth century. Notwithstanding some evidences of interest and progress here and there within state education agencies, the overall record is one of precious little response to a major and fundamental educational problem.

How then do we reconcile these seemingly irreconcilable circumstances? Part of the explanation of this paradox lies in the inevitable lag between changes in external realities and the adjustment of social institutions, particularly conservative institutions such as educational systems, to these changes. The fundamental alterations in the boundary conditions for human survival are quite recent, and their implications are only gradually being realized in different segments of our society. This process of adjustment is compounded by a quite different role which historically formal education has played in American society. Throughout the nineteenth and first half of the twentieth centuries, the major preoccupation of our institutions of formal education was quite different -- namely, how to strengthen a sense of national identity and community out of a population of diverse origins while the United States was achieving its "manifest destiny" on the North American continent. This resulted in a heavy preoccupation in the school curriculum with enlarging the understanding of our own national heritage and experience and a corresponding lack of attention to the rest of the world and our relationship with it.

Another part of the explanation of this paradox is to be found in the nature of the American federal political system. State political leadership, the loudest drummer to which state educational leadership marches, is necessarily concerned with critical issues and problems at the state level. Concerns which transcend our national political boundaries, even though they vitally affect the lives of individual citizens in a particular state, seem remote, if not irrelevant, to many state political leaders. This raises one of the inherent contradictions of our constitutional division of labor. The conduct of relations with other nations is, to be sure, a responsibility of the national government, but education is the primary (although not in practice exclusive) responsibility of the states. "International education" in one sense exists in a limbo between these two allocations of constitutional responsibility, not being fully recognized as a consequence at either the state or national levels.

An important share of responsibility for this gap between external reality and state educational response lies with those who, through professional and intellectual commitment and preoccupation, are perhaps more aware than other segments of society of the critical urgency of the educational challenge for global survival. Included are those responsible for developing educational policy and a growing range of other aspects of governmental activity which involve the interaction of American society with the rest of the world in our national government, as well as those from the academic community, business, labor, journalism, and other

fields of activity who understand full well the need for rapid adjustment by our society to a rapidly changing world but who expend precious little effort, if any at all, in trying to help state education leadership fashion the most meaningful kind of response at the state level to this need for adjustment.

It would be misleading to suggest that those in positions of educational leadership at the state level bear no responsibility for this paradox. The very fact that some states have done much more than others in an indication of what enlightened and forward-looking leadership can do. The challenge of the 1970's is to mount a cooperative effort, involving not only state education agencies but also the federal government, colleges and universities, professional societies and associations, and others working at the cutting edge of America's changing relationship with the rest of the world, in assisting educational leadership in all of the 50 states in providing future generations of Americans with a proper education for global survival. Like the ostrich, we must lift our heads out of the sand and face the challenging future which lies ahead for this small and troubled planet of ours.

NOTES

1. Ward Morehouse, State Leadership in International Education, Denver: Education Commission of the States, July, 1969 (Report No. 14). The paragraphs following on the situation in the 1960's are adapted from this report.

2. See New York State Education Department and U.S. National Commission for UNESCO, American Education in a Revolutionary World: The Role of the States (Report of a Conference on the Study of Other Peoples and Cultures in the Schools and Teacher Education with Particular Reference to the Role of the States in Strengthening Such Study, Gould House, April 22-24, 1964), Albany: University of the State of New York, 1964, and Gerald W. Marker, "The Role of the States in Improving the Teaching of International Affairs," in James M. Becker and Howard D. Mehlinger, editors, International Dimensions in the Social Studies: 38th Yearbook of the National Council for the Social Studies, Washington: The National Council, 1968.

3. Harold Taylor, The World and the American Teacher: The Preparation of Teachers in the Field of World Affairs, Washington: American Association of Colleges for Teacher Education, 1968, p. 225.

4. New York State Education Department, International Dimensions of Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York, Albany: The Department, January, 1970 (Position Paper No. 5). See also New York State Education Department, Education for the Revolutionary World of the Future: Imperatives for Action in New York State -- Guidelines for New York Schools, Colleges, Universities and for the State Education Department Meeting the Challenges of a Revolutionary World, Albany: University of the State of New York, February, 1969, and Ward Morehouse, Education for the Revolutionary World of the Future: Imperatives for Action in New York State -- A Staff Study, Albany: State Education Department, University of the State of New York, 1969.

5. For a report on the Chief State School Officers seminar program in India in October of 1971, see Educational Resources Center, Educational Leadership in a Changing World: Council of Chief State School Officers Seminar Program in India, October, 1971, New Delhi: ERC, State Education Department, University of the State of New York, 1971.

CHAPTER V

APPENDICES

A. Survey Design

B. Selected Bibiliography

C. Questionnaire

D. Names of Advisory Group

E. Letters of Transmittal

APPENDIX A.

SURVEY DESIGN

As indicated in Chapter I, the project reported here was intended to generate a series of recommendations for further development of the internationalizing dimension of teacher education. These recommendations were based on a variety of information sources that are brought together in this report to build a description of the state-of-the-art that is as comprehensive and accurate as possible. This description, in turn, is intended to provide a baseline to gauge progress in this field in the years immediately ahead.

In addition to specific information sources cited elsewhere, the main types of information in puts were (a) results of a literature review (reported separately in the Appendix), (b) findings of a questionnaire survey supplemented with insights gained from campus visits, (c) selected information from the data bank of Education and World Affairs.

This chapter focuses on the procedures employed in obtaining information of the second main type identified above; it describes the design of the national survey.

Survey Population

The survey population was defined as American colleges and universities that produce teachers. This group was composed of all member in-

stitutions of the American Association of Colleges for Teacher Education (AACTE) plus one hundred and fifty additional teacher-producing institutions that were not AACTE members. As an indicator of survey scope, the membership of AACTE produces ninety-four percent of all teachers.

The objects of the questionnaire survey were all institutions comprising the population as defined above. Questionnaires were distributed to this entire population; no sampling was performed.

Questionnaire Development

The questionnaire developed for this survey entitled "Survey of International Education in Education Personnel Preparation Programs of American Colleges and Universities." A copy of the questionnaire appears in Appendix C. It was a revision and extension of an instrument developed in 1968 by the AACTE under a grant from the U.S. Office of Education. The first draft of the current questionnaire was created using information as well as some ideas from Fred Carver's Analysis of Data From Involvement of Schools of Education in World Affairs (Madison: School of Education, University of Wisconsin, 1966) and William Haggerty's International Relations Questionnaire (Washington AACTE, 1956).

Quesionnaire items were drafted to obtain information in four broad areas:

1. total institutional involvement in international education;
2. school of education involvement in teacher education -- structure and substance;

3. school of education involvement in internationalizing teacher education -- personnel resources and output data;
4. problems and priorities.

The first draft of the questionnaire, composed of thirty-five items in twenty-six pages, was completed in October 1971. This first version was distributed for reactions to the members of the Study Advisory Council, an additional number of persons in the field of international education, and to nine colleges and universities selected for variety in type of control, size and location. The names of the Council members and consultants, and of the nine institutions included in the trial distribution, appear in Appendix D. The letter of transmittal used to solicit reactions to the first draft appears in Appendix E.

Reactions to the first draft were utilized to create a first revision that included fewer (30) items, a narrower focus, and an improved layout in six sections:

1. general institutional involvement;
2. diversity of program;
3. program elements overseas;
4. faculty characteristics;
5. foreign student involvement;
6. problems and priorities.

The narrower focus was achieved in the first revision by eliminating first-draft items dealing specifically with institution-wide organizations, total-institution budget levels, sources of funding for inter-

national activities; involvement in international education of professional schools other than the school of education, benefits for foreign students, extent of extra-curricular activities, percentage estimates of internationalized course content, relationships between comparative and/or developmental education programs and teacher education, some aspects of the effect of internationalized teacher education on affective development, and arguments for internationalized teacher education. Although items dealing specifically with these areas were eliminated, some aspects of many of these were incorporated in surviving questionnaire items.

The 30-item version of the questionnaire was the result of having implemented recommendations from the consultants and the persons involved in the first trial distribution. Criteria applied in the revision were those typically employed in attempts to increase questionnaire validity (e.g., ambiguity of language, availability of data, responder motivation and fatigue, response control). This revision was submitted to the Office of Management and Budget (OMB) for clearance, and to the Study Advisory Council for final review.

As a result of OMB and Council reviews, the questionnaire was further reduced to twenty-seven items in twenty-six pages. An item dealing with employment criteria was removed as non-discriminating; an item dealing with the ERIC system was eliminated as of only peripheral interest to the Study; and two other items were combined.

Survey Procedures

The sequence and timing of the procedural steps are depicted in the schedule, Figure 1, and are described below.

During the time that the questionnaire was being subjected to the OMB clearance process, a letter was sent to each AACTE member institution addressed to that institution's Chief Institutional Representative. This letter briefly explained the nature of the study and requested that the representative identify a "Principal Respondent" for the institution. The letter was accompanied by a statement of the survey focus, an outline of the questionnaire, and a description of the task of the Principal Respondent. A copy of the letter and the accompanying statement appear in Appendix E.

Still during the OMB clearance period, a follow-up letter was sent to those Chief Institutional R epresentatives who had not responded to the request for designation of a principal Respondent made some six weeks earlier. This follow-up letter was sent to approximately three hundred institutions. A copy of this letter appears in Appendix E.

Duplication of the questionnaire was begun immediately following receipt of OMB clearance. The questionnaires were transmitted in early February 1972 to all institutions in the population. The questionnaires were transmitted under three different cover letters: one addressed to the Principal Respondent identified earlier by the institutions' Chief Institutional Representatives; one addressed to Chief Institutional Repre-

sentatives of those institutions which had not identified a Principal Respondent earlier; one to the "Director of Teacher Education" in AACTE non-member institutions. Self-addressed envelopes were included with each questionnaire.

An initial follow-up to nonrespondents occurred on 3 March 1972. The second follow-up, also in the form of a letter was distributed on 22 march 1972. Copies of the follow-up letters appear in Appendix E.

Concurrently with the questionnaire survey, a small number of campus visits was conducted in order to provide greater depth in the interpretation of questionnaire results. Advisory Council members assisted the project staff in identifying about forty institutions for initial invitations. Expressions of interest were solicited from them through an invitation transmitted in October 1971.

From the forty originally identified, nine were selected. These institutions were visited between 11 November 1971 and 12 April 1972, by members of either the Advisory Council or the project staff. An interview form was used to assist interviewers in supplementing information supplied by the questionnaire. Campus visits were typically of two days' duration and allowed the interviewer to speak with members of the institution's central administration, the managers of teacher education programs, and instructional personnel including faculty members of both the professional education and disciplines areas. The interview form and the names of the institutions visited appear in Appendix E.

Data Reduction and Analysis

Questionnaires were edited as they were received and transmitted to a computer facility for keying. The cut-off date for including new data was 30 April 1972.

Simple data reduction techniques were employed. Responses to all items were tallied and frequency tables and/or distributions were generated for each questionnaire item. Then, cross tabulations were effected as required by the study objectives.

Limitations of the Survey Design

Because this tudy relied heavily upon data gathered by questionnaire, the findings were to be viewed in light of the many caveats usually attached to questionnaire surveys. The most important concern was the degree to which generalizations could be made from partial data.

Of one thousand questionnaires distributed, six hundred and seventy-three were returned. Of these, one hundred and thirty-seven were active negative responses, and six came in too late to be processed.. The "yield", then, was six hundred and thirty-seven usable returns, or a return of 67 percent. The one hundred and thirty-sever active negatives (questionnaires with explanation) further reduced the number of returns requiring analysis to five hundred and thirty. The one hundred and thirty-seven negative responses were themselves considered important in that they indicated the lack of activity on the one hundred and thirty-seven campuses

represented.

The return percentage may have been increased with a third follow-up, but time constraints did not allow it. Figure 4 depicts the relationship between the two follow-ups and number of returns. Although no causal inference can be drawn, the concomitant variation of follow-up and number of returns does suggest that a relationship existed.

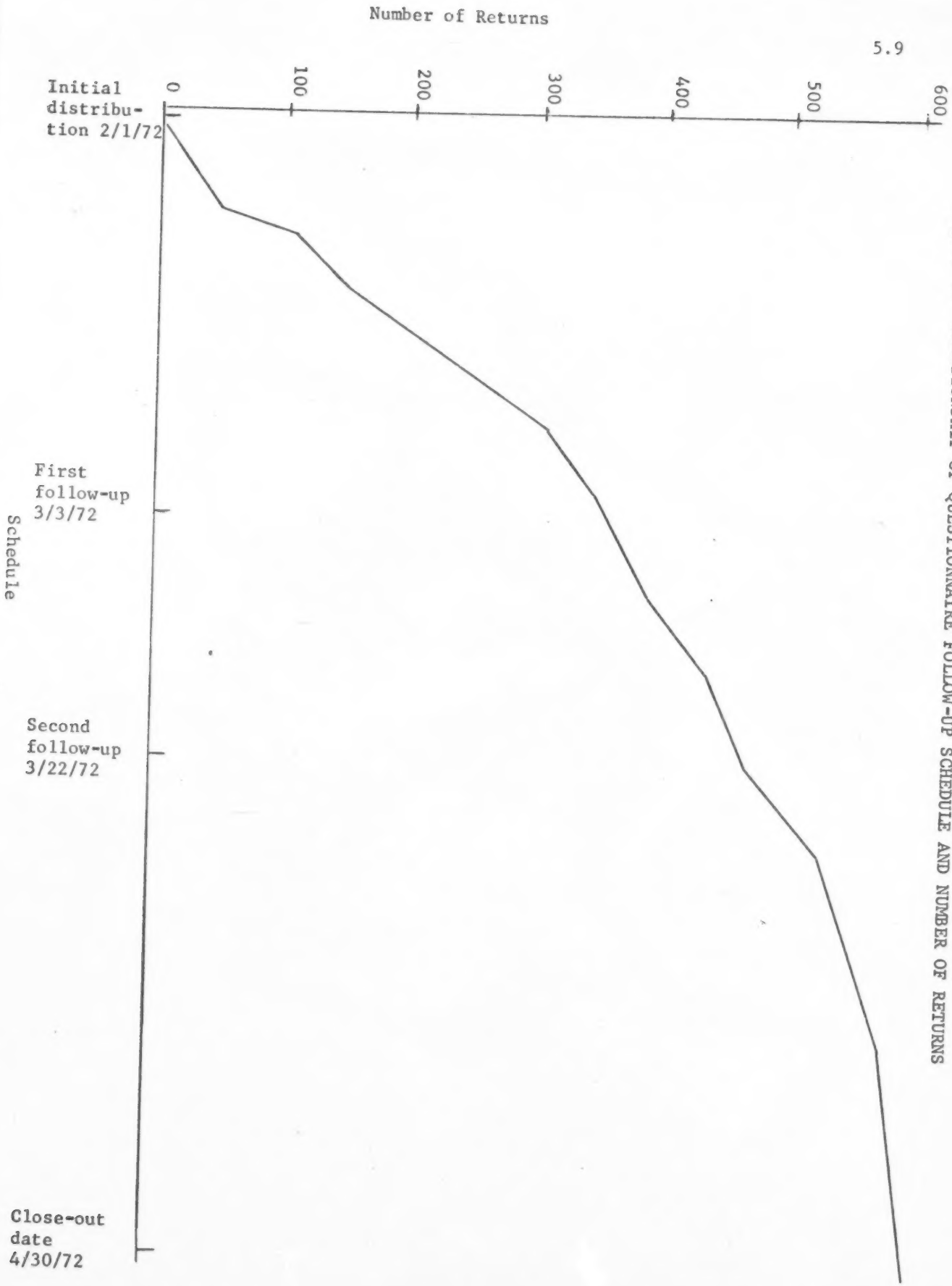

Figure 2. RELATIONSHIP OF QUESTIONNAIRE FOLLOW-UP SCHEDULE AND NUMBER OF RETURNS

APPENDIX B

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SURVEY OF INTERNATIONAL EDUCATION IN EDUCATION PERSONNEL PREPARATION PROGRAMS OF AMERICAN COLLEGES AND UNIVERSITIES

January, 1972

DIRECTIONS

Please read carefully the introduction and the instructions beginning on page 1. In order to be included in the study, your response must be received on or before February 25, 1972.

INTRODUCTION

Many studies have been probing the scope and focus of international education in our schools and colleges. However, there has been no systematic, comprehensive nation-wide inventory and analysis of such programs as they relate to the preparation of education personnel. The tasks of preparing young people to live in the twenty-first century and of developing adult citizens who will intelligently support national leaders in making the best decisions on critical international issues rests with our schools, colleges and universities. International understanding today and in the future depends in a large degree on the teachers in these schools.

We have many programs centering on languages, area studies, and international affairs. There are substantial efforts involving overseas visits and student and teacher exchanges. Yet many of those attempts relating specifically to the preparation of education personnel tend to be uncoordinated, episodic in nature, and limited in their range of impact across the educational spectrum.

In a two-part study of which this survey is Part I, we propose to (1) develop an inventory of programs, (2) identify resources, (3) analyze current objectives and activities and modify or sharpen these objectives as indicated, (4) arrive at a consensus of what we should be doing, (5) assist in the development of procedures and materials for use by teachers, and (6) provide for continuous reappraisal and data collection. Part II of this study will involve depth studies of about 20 programs and activities. The study is to then be used by the United States Office of Education as they reconsider the importance and significance of international education.

Hopefully, this study will provide bases for developing (1) guidelines for sound programs of preparing education personnel who will have deeper intercultural understanding, (2) a clearer understanding of the problems and obstacles facing such programs, (3) a central "bank" for the exchange of ideas, development of interinstitutional partnerships, and other sharing of resources, and (4) such coordination of effort as may seem desirable to institutions or agencies.

Your participation will be vital to the success of this study and its related goals.

Frank H. Klassen, Project Director

FOCUS OF THE SURVEY

The broad concern of the survey is with the formal preparation and continuing education of education personnel for our elementary schools, secondary schools and junior colleges. The focus within this broad concern is on those program aspects that add a dimension of intercultural understanding. This survey is limited to efforts to achieve intercultural understanding through international education; it does not deal directly with that achieved through study of and experience with U.S. subcultures. The latter is a specific concern of AACTE's Commission on Multicultural Education that is currently studying the domestic intercultural aspects of education personnel preparation programs.

TASK OF THE PRINCIPAL RESPONDENT

To expedite completion of this questionnaire, we suggest that one person be named the Principal Respondent for your institution. Although many of the questions can be answered by one person, we expect that the Principal Respondent will want to involve his colleagues in responding to some items. In Section VI, "Problems and Priorities," it is especially important to obtain an "institutional viewpoint" rather than an individual's opinion. We hope that the Principal Respondent will include his colleaques in whatever ways he feels will help produce responses that reflect the posture of the institution relative to internationalizing programs of education personnel preparation.

The items are grouped in the questionnaire in six sections.

Section I (General Institutional Involvement), items 1 through 5, is concerned with the general involvement of your school of education in international education.

Section II (Diversity of Program), items 6 through 9, deals with the variety of international education activities available to your education students.

Section III (Program Elements Overseas), items 10 through 14, asks for information concerning the overseas opportunities your institution offers its education students.

Section IV (Faculty Characteristics), items 15 through 19, is concerned with the degree of faculty involvement in international education.

Section V (Foreign Student Involvement), items 20 through 22, deals with the role of foreign students in internationalizing education personnel preparation at your institution.

Section VI (Problems and Priorities), items 23 through 27, attempts to elicit opinions about present problems and future directions in your institution's plans for internationalizing education personnel preparation programs.

DEFINITION OF TERMS

In view of the lack of common definitions among internationalists and educators for some of the words and phrases used in this instrument, we have included the following definitions. These definitions are intended to provide a common base for responding and subsequent analysis.

Area Studies -- programs that may or may not cross discipline or profession lines but which provide for the preparation of specialists on the major world cultural areas.

Comparative Education -- the study of educational systems of various nations and cultures.

Development Education -- the study of educational systems as they promote change and/or reflect socio-economic conditions.

International Education -- any educational program or activity which crosses national boundaries or deals with international concepts.

Internationalized Teacher Education -- education personnel preparation programs in which some aspect or portion involves the development of the knowledge and appreciation of other cultures and societies and the development of conceptual tools for intercultural analysis.

Post-certification Experiences -- courses, seminars, short-courses, colloquia, institutes and workshops that are offered for graduate professional personnel.

Pre-certification Experiences -- the combination of formal academic and professional courses taken by prospective education personnel at either the undergraduate or graduate level which leads to certification.

Professional Course -- the activities comprising the professional sequence in education personnel preparation, including Foundations, Educational Psychology, Tests and measurements, Methods and materials, and Field experiences. Included is work in subject specialties dealing with teaching methods and curriculum development.

School of Education -- the formalized structure within the respondent's institution that prepares teachers. This structure may be named college, school, department, division, etc.

Technical Assistance -- programs which have as their main goal the strengthening of foreign educational institutions, agencies and systems.

For purposes of follow-up and/or amplification of your institution's response, AACTE would like the following information about the individual who assumed major responsibility for preparing this report:

NAME OF PRINCIPAL RESPONDENT _____

TITLE _____

INSTITUTION _____

_____

TELEPHONE (_____) _____ ZIP CODE _____

SECTION I
GENERAL INSTITUTIONAL INVOLVEMENT

1.0 Is there a formally constituted committee for international education within your school of education?

(1) No _____

[IF NO, GO TO ITEM NUMBER 2.0]

(2) Yes _____

1.1 Which units within education (departments, institutes, bureaus, etc.) are represented?

(01) _____ (05) _____

(02) _____ (06) _____

(03) _____ (07) _____

(04) _____ (08) _____

1.2 With which units (departments, institutes, bureaus, etc.) outside the school of education is there formal liaison?

(01) _____ (03) _____

(02) _____ (04) _____

1.3 To which office is the chairman of this group responsible?

_____

1.4 With which professional specialty is the chairman of this group affiliated?

_____

1.5 By checking the appropriate cells, please indicate the functions for which this committee or group has responsibility. Please differentiate among those functions in which the committee plays an advisory role, those that it directs or coordinates, and those that it actually conducts.

FUNCTIONS	ADVISES (A)	DIRECTS OR COORDINATES (B)	CONDUCTS (C)
(1) Foreign student placement and advisement			
(2) Integration of area studies programs			
(3) Curricular experimentation			
(4) Solicitation of financial support			
(5) Funding of scholars projects			
(6) Overseas study centers			
(7) Technical assistance projects			
(8) Other (specify)_____			

2.0 Please check the kinds of institutions and/or agencies that were the focus of technical assistance programs managed or contributed to by the school of education during the last four years (1968-69 to present).

(01) No such programs _____

(02) Ministry of education _____

(03) University _____

(04) Teacher training college _____

(05) Agricultural school _____

(06) Vocational-technical school _____

(07) Secondary school _____

(08) Elementary school _____

(09) Adult education center _____

(10) Media, materials center _____

(11) Professional association _____

(12) Other (specify)_____ _____

_____

3.0 By checking the appropriate cells, please indicate the geographic areas in which your school of education is or has been involved in technical assistance within the last five years (1966-67 to present). Also, please add the names of those other professional schools in your institution with which the school of education has collaborated during this period.

GEOGRAPHIC AREA	PROFESSIONAL SCHOOLS					
	Education	Other (specify)				
	(A)	(B)	(C)	(D)	(E)	(F)
(1) Africa						
(2) Asia						
(3) Australia						
(4) Europe						
(5) North America						
(6) South America						

4.0 Are there inter-institutional programs (those conducted jointly with other universities, colleges, consortia, etc.) in international education in which your education students participate or are involved?

(1) No _____

[IF NO, GO TO ITEM NUMBER 5.0]

(2) Yes _____

4.1 These inter-institutional programs consist of:

(1) a formalized consortium of American institutions. _____

(2) a formalized relationship between one or more American colleges and universities and one or more overseas or local national institutions. _____

(3) arrangement between your college or university and domestic institutions which cannot be categorized as universities or colleges (elementary or secondary schools, research institutes and laboratories, etc.). _____

(4) arrangement between your college or university and foreign institutions which cannot be categorized as universities or colleges. _____

(5) other (specify)_____

_____ _____

4.2 These inter-institutional programs are for:

(1) student travel. _____

(2) student teaching at overseas centers. _____

(3) student exchange for academic or professional research and/or study. _____

(4) faculty exchange. _____

(5) other (specify)_____ _____

5.0 For your most recently completed fiscal year, please indicate by using the overall university operating budget, the amounts allocated for the school of education and for internationalizing the preparation of education personnel.

(1) Total university operating budget. _____

(2) Total school of education operating budget. _____

(3) Of the total school of education operating budget, the approximate amount allocated for internationalizing the preparation of education personnel. _____

SECTION II
DIVERSITY OF PROGRAM

6.0 Check the kinds of on-campus study programs - area studies, international studies, functionally oriented institutes or study centers with international implications - that contribute to your education personnel development programs.

(1) None [GO TO ITEM NUMBER 7.0] _____

(2) Geographical or area studies programs (Africa, Latin America, East Asia, etc.) _____

(3) Topical study programs (Diplomacy, Urban Studies, Ecology, Economic Development, etc.) _____

(4) Professional school programs with an international focus (Agriculture, Education, Health, etc.) _____

(5) Other (specify)_____ _____

6.1 Estimate the number of education students at each level that participated in the programs of each type of institute or center during the last five years (1966-67 to present).

TYPE	NUMBER OF EDUCATION STUDENTS AT	
	Pre-certification level (A)	Post-certification level (B)
(1) Geographical or area studies		
(2) Topical studies		
(3) Professional school		
(4) Other (as specified in item number 6.0)		

7.0 Which of the following activities are included in the preparation and continuing education of education personnel at your institution? By checking the appropriate cells, indicate the degree level to which the activity applies, and whether the activity is a required or elective course element.

ACTIVITY	REQUIRED		ELECTIVE	
	Pre-certification	Post-certification	Pre-certification	Post-certification
PROFESSIONAL SEQUENCE	(A)	(B)	(C)	(D)
(1) Students in "Introduction to Education" and Social Foundations courses utilize readers and other materials that focus on the educative process in other societies and cultures.				
(2) Students in reading methodology courses and art and music education courses for prospective teachers are introduced to art forms and artists of Asia, Africa and Latin America.				
(3) Prospective education personnel study child development and psychology of learning drawing on cross-cultural content, research and study.				
(4) Students in the social sciences and language arts are introduced to methodologies that emphasize case study and simulation games which have international content.				

7.0 continued. ACTIVITY	REQUIRED Pre-certification (A)	REQUIRED Post-certification (B)	ELECTIVE Pre-certification (C)	ELECTIVE Post-certification (D)
(5) Students preparing to teach analyze the present day situation in American public schools regarding the inclusion of international and multi-cultural studies.				
(6) Students preparing to teach undertake detailed analysis of existing materials on Asia, Africa and Latin America for use by elementary and secondary school students.				
(7) Microteaching sessions in which there is experimentation with various foreign and multi-cultural materials and approaches is included in the professional sequence.				
(8) In either the general studies or the professional sequence there is an extended field experience in which students are exposed to an American sub-culture with opportunities to live, eat, and participate in recreation with "culturally deprived" families.				
FORMAL COMPARATIVE EDUCATION OR INTERNATIONAL EDUCATION				
(9) Prospective education personnel study the conditions and settings under which teaching takes place in different cultures and societies.				
(10) Prospective education personnel study the process of curricula development and policy formulation for education in other societies and cultures.				
STUDY ABROAD				
(11) A study abroad program during the academic year that emphasizes cultural studies or the disciplines.				
(12) Participation in a Peace Corps or similar overseas program for which academic and professional credit is given.				
CURRICULUM DEVELOPMENT PROJECTS				
(13) Students who will either teach in "self-contained" classrooms or emphasize the social sciences at the elementary level are introduced to and challenged to use materials of an international nature.				
(14) Students in curriculum courses study the theories of "process skill" acquisition as applied to international patterns of behavior.				
(15) Students participate, as assistants or student helpers, in materials development projects, i.e., writing of materials on non-U.S. oriented subjects or international experiences.				
GENERAL STUDIES				
(16) Education students take foreign language(s) that emphasize a cultural approach rather than a linguistic approach.				
(17) Education students can obtain major or minor in language and area studies program (e.g., Russian Area, African Area, etc.)				
(18) Your institution offers the "Teaching of English as a Second Language" sequence for teachers.				
(19) Students in education participate in international relations clubs, model UN programs, etc.				
(20) Students in education study a foreign culture making an analysis of the dominant values of the society, its economy, its social structure and its concepts of freedom and authority.				

7.0 continued. ACTIVITY	REQUIRED: Pre-certification (A)	REQUIRED: Post-certification (B)	ELECTIVE: Pre-certification (C)	ELECTIVE: Post-certification (D)
(21) Students undertake the study of international or global social system as one kind of human social organization.				
(22) Students in education participate in or observe art and foreign film festivals that emphasize non-Western sculpture, music, drama, dance, and other art forms.				
FOREIGN EDUCATIONAL RESEARCH AND TECHNICAL ASSISTANCE				
(23) Education students undertaking research in a non-U.S. setting for courses and/or degree requirements.				
(24) Faculty research on foreign educational matters is regularly presented to education students in colloquia, seminars and courses.				
(25) University technicians abroad on technical assistance assignments regularly present reports on their experiences/achievements to students in colloquia, seminars and courses.				
(26) In courses on research design and technique, students are taught to utilize comparative methodologies and international statistics.				
(27) Students in sociological and/or psychological foundations of education study attitude formation and attitudinal change and theories of "role-taking" with an international perspective.				
FOREIGN OR VISITING PROFESSORS AND STUDENTS				
(28) Students interact with foreign or visiting professors in the professional sequence (as seminar participants).				
(29) Foreign students are used as resource personnel for classes or colloquia involving prospective education personnel.				
RESOURCES AND MATERIALS				
(30) Prospective education personnel are taught to use simulation games that focus on international problems.				
(31) Prospective education personnel are introduced to resource organizations in world affairs, e.g., Asia Society, International Studies Association, etc.				
(32) Students in social studies and language arts are introduced to English language textbooks (Indian, Jamaican and Nigerian as well as English) for classroom use.				

8.0 By checking the appropriate cells, please indicate (specify) the geographic area emphasis for the internationalizing activities your institution provides for students in education personnel development programs.

GEOGRAPHIC AREA EMPHASIS (specify)	INTERNATIONALIZING ACTIVITIES: Professional sequence	Formal comparative ed. or international ed.	Study abroad	Curriculum development projects	General studies	Foreign ed. research and tech. assistance	Foreign or visiting professors and students	Resources and materials
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
(1)								
(2)								
(3)								
(4)								
(5)								

9.0 Does your institution offer a study abroad program in which American students undertake a defined program during the school year (either utilizing the campus abroad approach or independent study) on the undergraduate level?

(1) No _____

(2) Yes _____

(If yes, we will abstract necessary data from your institution's Education and World Affairs/International Council on Educational Development response.)

SECTION III
PROGRAM ELEMENTS OVERSEAS

10.0 Do your programs for the preparation of education personnel include the availability of overseas student teaching or instructional internship? (This question does not include study tours, which are treated separately in item number 11.0)

(1) No _____

[IF NO, GO TO ITEM NUMBER 11.0]

(2) Yes _____

10.1 Please estimate the number of students in each field of professional preparation who participated in overseas student teaching or instructional internships during the period September 1970 - August 1971.

ELEMENTARY	LEVELS: Pre-certification (A)	Post-certification (B)	Not offered (C)	SECONDARY	LEVELS: Pre-certification (D)	Post-certification (E)	Not offered (F)	JUNIOR COLLEGE	LEVELS: Pre-certification (G)	Post-certification (H)	Not offered (I)
"Self-contained"				English				English			
Language Arts				Foreign Languages				Foreign Languages			
Foreign Languages				Social Sciences				Social Sciences			
Social Studies				Mathematics				Mathematics			
Mathematics				Sciences				Sciences			
Science				Physical Educ.				Physical Educ.			
Physical Educ.				Voc Educ/Ind. Arts				Voc Educ/Ind. Arts			
Voc Educ/Ind. Arts				Special Educ.				Special Educ.			
Special Educ.				Other_____				Other_____			
Other_____				Other_____				Other_____			

10.2 How was the overseas student teaching or internship initiated? (Check all that apply.)

(1) Through invitation by an overseas American community school _____

(2) Through invitation by a foreign school or university, or a national ministry of education _____

(3) Through initiative and solicitation by your faculty _____

(4) Through initiative and solicitation by personnel from other U.S. campuses, consortia or associations _____

(5) Through initiative by your students _____

(6) Other (specify)_____ _____

10.3 Please list countries that receive your students for student teaching or internship.

(1) _____ (4) _____

(2) _____ (5) _____

(3) _____ (6) _____

10.4 Please check which of the following are characteristic of your overseas student teaching or internship program(s).

Student teaching is undertaken in:

(1) an overseas American community school (Defense Department, State Department, or corporation sponsored). _____

(2) an indigenous school. _____

(3) other (specify)_____ _____

Professional supervision is provided by:

(4) staff of your institution residing overseas during the entire student teaching period. _____

(5) staff of your institution visiting overseas during a portion of the student teaching period. _____

(6) staff of other American colleges or universities. _____

(7) staff of an overseas American community school. _____

(8) host or local nationals from universities or training colleges. _____

(9) host or local nationals from an indigenous school. _____

(10) other (specify)_____ _____

11.0 Does your school of education arrange and/or coordinate study tours for education personnel? (This question does not include student teaching or internships, which are treated separately in item number 10.0.)

(1) No _____

[IF NO, GO TO ITEM NUMBER 12.0]

(2) Yes _____

11.1 In which areas are study tours conducted?

(1) Africa _____

(2) Asia _____

(3) Australia _____

(4) Europe _____

(5) North America _____

(6) South America _____

11.2 How are study tours described?

(1) Travel -- emphasis on extensive travel and maximum exposure to societies and cultures in area. _____

(2) Travel/Study -- mixture of travel and study opportunities emphasizing short-term colloquia, lecturers, and visits to educational institutions. _____

(3) Intercultural experience -- emphasis on participation in a limited number of local settings (home, hostel, kibbutz, workcamp, etc.) - host nationals arrange itinerary and experiences. _____

(4) Academic/Professional experience -- topical study at one or more universities - tutoring provided primarily by host institutional personnel. _____

(5) Other (specify)_____ _____

11.3 Which of the following kinds of requirements are made upon study tour participants?

(1) No requirements _____

(2) Development of curricula or teaching materials for use in American classrooms _____

(3) Development of curricula or materials for use in the host or local national classroom _____

(4) Development of paper and/or bibliography on topical or comparative problem derived from overseas experience _____

(5) Development of research report based upon "scholarly" research in foreign setting _____

(6) General reading of selected texts for information and discussion purposes _____

(7) Competency in a foreign language _____

(8) Other (specify)_____ _____

11.4 Can education students earn credit for study tour participation?

(1) No _____

(2) Yes _____

12.0 Please estimate the number of students in education personnel preparation programs who spent time abroad as a part of your institution's programs for the purposes listed during each of the years given.

PURPOSE	NUMBER OF EDUCATION STUDENTS ABROAD DURING				
	1966-67 (A)	1967-68 (B)	1968-69 (C)	1969-70 (D)	1970-71 (E)
(1) Student teaching; internship					
(2) Study tour					
(3) Study abroad					
(4) Other					

13.0 Have any of the 1966-71 education graduates either done their student teaching overseas or spent a year abroad as part of the education personnel preparation program?

(1) No _____

[IF NO, GO TO ITEM NUMBER 14.0]

(2) Yes _____

13.1 Do you maintain records on where these students go after graduation?

(1) No _____

[IF NO, GO TO ITEM NUMBER 14.0]

(2) Yes _____

13.2 Approximately how many of these graduates are teaching in U.S. elementary or secondary schools?

_____

13.3 This represents what percent of all your graduates with similar experience during this period (1966-1971)?

_____

13.4 Of those graduates who are not teaching in U.S. elementary or secondary schools, indicate the numbers who are presently engaged in:

(1) teaching overseas in a volunteer program like Peace Corps, International Voluntary Service, etc. _____

(2) working on an advanced degree in either a U.S. or foreign graduate school. _____

(3) some facet of education not included above. _____

(4) other (specify)_____ _____

13.5 Are there particular school systems that actively recruit graduates with overseas experiences?

(1) No _____

(2) Yes _____

Please give names and addresses of these school systems.

_____

_____

_____

13.6 Are there employers to whom your internationalized education graduates are especially attracted?

(1) No _____

(2) Yes _____

Please give employers' names.

_____

_____

_____

_____

14.0 Have you attempted any follow-up of graduates to determine the success of your efforts to internationalize education personnel preparation?

(1) No _____

[IF NO, GO TO ITEM NUMBER 15.0]

(2) Yes _____

14.1 Is documentation on methodology and/or findings available?

(1) No _____

(2) Yes _____

From whom?

_____
(name)

_____
(address)

_____

SECTION VI
FACULTY CHARACTERISTICS

15.0 About what percent of faculty members spending some or all of their time in the professional sequence of education personnel preparation programs (the following items are not intended to be mutually exclusive):

(1) are professionally prepared as specialists in international education (with specific degree achievement or course attainments)? _____%

(2) have undertaken international teaching, research or consulting activities (overseas) during the past five years? _____%

(3) are administratively encouraged to incorporate "world affairs," "inter-cultural," and "international" content in their research and teaching assignments? _____%

(4) have achieved "international" competency in education personnel preparation as a result of commercial, religious, governmental or extended travel experiences overseas? _____%

16.0 Are any members of the faculty currently working on curriculum materials development in international or world affairs education?

(1) No _____

[IF NO, GO TO ITEM NUMBER 17.0]

(2) Yes _____

16.1 Please indicate by checking the appropriate cells the categories under which the work might be classified and the school levels for which the materials are being developed. (Check all that apply.)

CLASSIFICATION	LEVELS		
	Elementary (A)	Secondary (B)	Junior College (C)
(1) Projects in which major emphasis is placed on Africa, Asia and/or Latin America			
(2) Projects in which emphasis is on international groups, e.g., comparative studies of tribes, cities, nations, areas, etc.			
(3) Projects in which emphasis is on global processes, e.g., population growth, modernization, decision-making and foreign policy, war-peace, trade, etc.			
(4) Projects in which human similarities and differences are emphasized			
(5) Projects which, while devoting little direct attention to the international dimension, have produced units, ideas or models that have implications for this area			

16.2 Please indicate whom we might contact to obtain copies and/or more information about these projects.

_____

_____

_____

17.0 Have you or your colleagues developed any instructional materials, course outlines or reading lists especially for internationalizing education personnel preparation?

(1) No _____

[IF NO, GO TO ITEM NUMBER 18.0]

(2) Yes _____

17.1 Are copies of these documents or materials available to add to the AACTE collection on internationalizing education personnel preparation?

(1) No _____

(2) Yes _____

Please give the name and address of the person from whom we may obtain them.

_____

_____

_____

18.0 Are any members of the faculty who are responsible for internationalizing education personnel preparation programs currently engaged in a research activity or project?

(1) No _____

[IF NO, GO TO ITEM NUMBER 19.0]

(2) Yes _____

18.1 Please indicate by checking the appropriate items the areas or kinds of research on international education being conducted by them.

(1) Research on the development of international orientations during childhood and adolescence (either among American or foreign children) _____

(2) Research on the processes, agents or forces of international socialization (both cognitive and affective agents) within American schools _____

(3) Research on teaching strategies and preparation models for the training of personnel prepared to teach "world understanding" concepts in American elementary and secondary schools _____

(4) Research on the contemporary structure and function of overseas educational systems and institutions (including, but not limited to, input-output analyses, articulation and enumeration of national objectives, institution building, program and resources, etc.) _____

Continued on next page.

(5) Research on foreign student populations in their overseas context (including, but not limited to, the analysis of needed tool and conceptual skills for education, nature of background and experiences of students, child maturation, individual differences, achievement and language experiences, etc.) _____

(6) Research on the socio-psychological characteristics and/or teaching behavior of teachers in other societies (including but not limited to, teaching styles, pupil-teacher interaction, teacher backgrounds, teaching proficiency, etc.) _____

(7) Research on the preparation, utilization and/or evaluation of curriculum materials, textbooks and the "new media" in schools in other societies _____

(8) Research on foreign students within American universities and colleges and/or their success in being absorbed and utilized in their own societies _____

(9) Research on investments, supply, demand, market and mobility of human resources in other societies _____

(10) Research on the climate or social, bureaucratic and learning environment of schools in other societies _____

(11) Research on the historical or evolutionary nature of overseas educational systems and/or institutions _____

(12) Research on teaching various grade or age levels and subject matters in overseas schools _____

(13) Other (specify)_____

_____ _____

(14) Other (specify)_____

_____ _____

18.2 Is a bibliography of these research studies and findings available to add to the AACTE collection on internationalizing education personnel preparation?

(1) No _____

(2) Yes _____

Please give name and address of the person from whom we may obtain it.

_____

_____

_____

19.0 Each year there are conferences and workshops on internationalizing the preparation of education personnel. By encircling the appropriate number, please indicate the degree to which each conference in which you or your colleagues participated was considered to have been useful or worthwhile. Use the following code: (1) extremely useful, (2) useful, (3) not useful, (4) neither I nor any of my colleagues attended this meeting.

CONFERENCE	RESPONSE CODE
(1) AACTE Regional Conferences on International Education	1 2 3 4
(2) Kappa Delta Pi Regional Conferences on International Education	1 2 3 4
(3) Comparative and International Education Society national or regional conferences	1 2 3 4
(4) International Studies Association Conference	1 2 3 4
(5) National Council for the Social Studies Conference	1 2 3 4

SECTION V
FOREIGN STUDENT INVOLVEMENT

20.0 What benefits do you provide for foreign students who are pursuing careers in education? (Check all that apply.)

(1) None _____

(2) Enrollment in specially designed seminars, courses or programs for foreign students (e.g., conducted in a foreign language, concerned with academic deficiencies, oriented specifically to a unique social or institutional setting, etc.) _____

(3) Assignment to a specially trained or experienced advisor _____

(4) Allocation of a specific number of scholarships, fellowships or assistantships for foreign students in education _____

(5) Programs of cultural and social experiences (e.g., home visits, Christmas holiday trips, concerts, etc.) _____

(6) Other (specify)_____

_____ _____

21.0 Does your campus program in international education have special training seminars, colloquia or workshops in aspects of professional education for foreign or overseas short-term visitors (as distinct from foreign students) or for Americans (businessmen, teachers, Peace Corps volunteers, etc.) planning to work abroad?

(1) No _____

[IF NO, GO TO ITEM NUMBER 22.0]

(2) Yes _____

21.1 Please indicate the subject matter, number of participants and language of instruction for training seminars, colloquia or workshops in 1970-71. Place a check mark next to each of the activities that are periodic or recurring rather than one-time.

SUBJECT MATTER	✓	NUMBER OF PARTICIPANTS	LANGUAGE OF INSTRUCTION

22.0 In what ways do foreign students on your campus add an international dimension to education personnel preparation programs? (Check all that apply.)

(1) Foreign students are not used for this purpose. _____

(2) The school of education informs neighboring school districts of the availability of foreign students for inservice teacher programs and actual classroom presentations and encourages their utilization. _____

(3) The school of education assigns a host American student from the school of education for each foreign student with the purpose of creating cross-cultural understanding. _____

(4) The school of education seeks to have its foreign students live with or experience American culture by placing them in the homes of local school teachers during vacations, weekends or longer periods of time. _____

(5) In its post-certification programs the school of education involves foreign students in teaching about other cultures, either formally or informally to groups of school teachers. _____

(6) In its pre-certification programs foreign students (either as students or as teaching assistants) are used to give cross-cultural perspectives and attitudes or to build concepts in professional courses or activities. _____

(7) The school of education sponsors international food nights, cultural programs or international teas for its students and local teachers. _____

(8) Other (specify)_____

_____ _____

SECTION VI
PROBLEMS AND PRIORITIES

23.0 Please indicate the degree to which each of the following kinds of operational and managerial issues or problems affects you and your colleagues in the development and maintenance of internationalized education personnel preparation programs. Encircle the appropriate number using the following code: (1) great, (2) substantial, (3) minimal, (4) not at all.

ISSUE OR PROBLEM	RESPONSE CODE
(1) Whether American schools of education can learn anything from the educational experiences of other nations.	1 2 3 4
(2) Whether American schools of education are supporting cultural imperialism or neo-colonialism in carrying out technical assistance programs.	1 2 3 4
(3) Whether American students and faculty members can avoid "do goodism" that often prevails in international technical assistance programs.	1 2 3 4
(4) Whether tenure and salary and promotion situations will be hindered by service or research overseas.	1 2 3 4
(5) Whether scarce institutional resources should be allocated for "foreign" or international efforts relative to domestic needs and requirements.	1 2 3 4
(6) Whether there is sufficient uniqueness in overseas social or cultural settings and situations (relative to American settings and situations) to merit serious study by professional teacher education students.	1 2 3 4
(7) Whether institutions can afford to send faculty members abroad when they should be teaching at home.	1 2 3 4
(8) Whether there is sufficient "content" or "knowledge" to justify courses and seminars to internationalize education personnel preparation.	1 2 3 4
(9) Whether more than a small number of students preparing to teach should "study abroad" or undertake student teaching assignemtns in other cultural settings.	1 2 3 4
(10) Whether institution or "hard money" (vs. government or foundation "soft money") can or should be used to carry on overseas or foreign programs to internationalize education personnel preparation.	1 2 3 4
(11) Whether students who participate in third year abroad or student teaching abroad activities "lose ground" in their total academic program.	1 2 3 4
(12) Whether American professional schools either have or can have much relevance to teaching in schools in other countries.	1 2 3 4
(13) Whether students preparing to teach ought to be stimulated to want to study, experience and understand other peoples and cultures.	1 2 3 4
(14) Whether administratively and operationally the school of education should have any <u>direct</u> involvement in overseas programs or campus international programs.	1 2 3 4
(15) Whether miscellaneous courses and experiences about non-American cultures and societies taught within the United States can ever have enough impact on prospective teachers to warrant their inclusion in the curriculum.	1 2 3 4
(16) Whether the syllabi and curricula are so full that additional content and readings are impossible.	1 2 3 4
(17) Whether other international education efforts and activities are as important as internationalized education personnel preparation because of the wide impact of education personnel on American society.	1 2 3 4

24.0 Please indicate what level of importance relative to all personnel preparation program plans is given to "internationalizing" the professional education sequence within the next five years.

(1) very important _____ } [GO TO ITEM NUMBER 24.1]

(2) important _____ }

(3) least important _____ } [GO TO ITEM NUMBER 24.2]

(4) unimportant _____ }

24.1 If the above response is either "very important" or "important," please check the five most important activities in terms of what you hope to accomplish.

(1) Have study abroad programs in which professional educational students participate. _____

(2) Establish a lectureship in education personnel preparation to be filled by a visiting foreign professor. _____

(3) Establish programs for the involvement of foreign students in schools as resource personnel. _____

(4) Develop library holdings so that the content is focusing on other cultures and societies. _____

(5) Have education students undertake foreign research. _____

(6) Initiate or expand a curriculum materials center so that it has capacity to develop units, syllabi and materials on non-Western peoples. _____

(7) Refocus the general education sequence so that education students are introduced to world literature, international problems and organization, cultural anthropology and some cross-cultural esthetics. _____

(8) Refocus the general education sequence to require a culturally oriented foreign language program. _____

(9) Undertake micro- or mini-teaching experiences in which international or multicultural content is conveyed. _____

(10) Undertake observation or clinical experiences in school districts that may be characterized as "minority populated," "low income," or "inner city." _____

(11) Do student teaching or an internship in a foreign school. _____

(12) Have an extensive introduction to social science methodology, the nature of facts, beliefs and values and the process of inquiry. _____

24.2 If the response to item 24.0 is either "least important" or "unimportant," please check the constraints or problems that operate to effect this condition.

(1) Lack of international interest relative to domestic or local focus _____

(2) Lack of funding from government or foundations _____

(3) Lack of knowledgeable and experienced personnel _____

(4) Lack of interest on the part of your clients (employers and students) _____

(5) Lack of university appropriated monies for such activities and programs _____

(6) Other (specify)_____ _____

25.0 After reviewing the following components of an internationalized education personnel preparation program, please rate each one with relation to what you believe to be its importance in contributing to the objective of "developing an international dimension in the behavior of American education personnel."

Encircle the appropriate number using the following code: (1) very important, (2) important, (3) unimportant, (4) unsure or no opinion.

COMPONENT	RESPONSE CODE
(1) Students study abroad	1 2 3 4
(2) Faculty involvement abroad (teaching, consulting or doing research)	1 2 3 4
(3) Foreign faculty involvement	1 2 3 4
(4) Foreign student involvement	1 2 3 4
(5) Travel tours or summer abroad projects (Crossroads Africa)	1 2 3 4
(6) Infusing "international" content in the professional course sequence	1 2 3 4
(7) Living-in experience with sub-cultural American groups	1 2 3 4
(8) Pre-certification foreign teaching experience (as distinct from student teaching)	1 2 3 4
(9) Student teaching abroad	1 2 3 4
(10) Peace Corps, International Voluntary Service, or Teachers for West Africa type programs for newly certified teachers	1 2 3 4
(11) Extensive involvement in cross-cultural or area study center programs in the academic sequence (including foreign language study)	1 2 3 4
(12) Participation in home campus research and/or curricula development project that has an international dimension	1 2 3 4
(13) Other (specify)_____	1 2 3 4

26.0 Below are listed journals which regularly publish articles in the field of international education. Using the categories given please indicate by checking what you believe to be the contribution of each to internationalizing the preparation of education personnel.

JOURNAL	DEGREE OF CONTRIBUTION			
	Great (A)	Moderate (B)	Little (C)	No Opinion (D)
(1) Comparative Education Review (CEIS)				
(2) Educational Technology				
(3) Exchange, International Education and Cultural				
(4) Intercom (Center for War/Peace Studies)				
(5) Intercultural Education (ICED)				
(6) Journal of Negro Education				
(7) Journal of Teacher Education				
(8) Phi Delta Kappan				
(9) Social Education (NCSS)				
(10) School and Society				
(11) School Review				
(12) Teachers College Record				
(13) Times Educational Supplement (UK)				
(14) Other (specify)_____				
(15) Other (specify)_____				

27.0 Indicate which of the following kinds of services one or more agencies or associations should supply to assist in planning and developing internationalized programs for preparing education personnel. (Check all that apply.)

(1) Publish a journal or bulletin that informs teacher educators of new ideas, approaches or materials in internationalized programs of education personnel preparation. _____

(2) Stimulate research and analysis on various aspects of internationalized education personnel preparation through the convening of task forces. _____

(3) Provide consultation on development of proposals and research designs for submission to federal agencies. _____

(4) Catalogue information about funding agencies and disseminate a directory. _____

(5) Facilitate the dissemination of information about operationally and programatically successful programs of internationalized education personnel preparation. _____

(6) Maintain a consultative service on internationalizing education personnel preparation that can match expertise to need at all levels. _____

(7) Act as a recruiting agency to fill overseas educational positions. _____

(8) Convene national or regional meetings on internationalizing education personnel preparation. _____

(9) Act as an intermediary between American universities and ministries and other institutions overseas. _____

(10) Provide a clearinghouse for informational, research and analytical studies on the subject of international education. _____

(11) Conduct research and analytic studies on international education. _____

(12) Conduct overseas programs for education faculty and students. _____

(13) Other (specify)_____

_____ _____

APPENDIX D
PROJECT ADVISORY GROUP

Dr. Irwin Abrams, Professor of History, Antioch College and Coordinator of International Programs, Great Lakes Colleges Association.

Dr. R. Freeman Butts, Associate Dean for International Studies, Teachers College, Columbia University.

Dr. John A. Carpenter, Director of Center for International Education, University of Southern California.

Dr. Arthur P. Coladarchi, Dean, School of Education, Stanford University.

Dr. Lawrence Metcalf, Professor of Education, University of Illinois and Director of Teacher Education, World Law Fund.

Appendix E

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

October 18, 1971

MEMORANDUM

To: Chief Institutional Representative

From: Nathaniel Evers, President

Subject: International Education in Education Personnel Preparation Programs of U.S. Colleges and Universities

The rapid rate of social change characteristic of our era suggests that the relationship between the preparation of educational personnel and the global realities of the twentieth century be reexamined. In what ways and how effectively do American colleges and universities provide prospective teachers with knowledge about other cultures and with the opportunities to become involved in intercultural experiences? To what extent is the educational activity in AACTE member institutions directed toward creating intercultural understanding in students and in relating knowledge of the contemporary world to our own culture and its patterns of education?

In order to better understand the extent and nature of the international dimension of education personnel preparation (EPP), the American Association of Colleges for Teacher Education is planning a survey of its member institutions. The focus of the survey is presented in the enclosed statement. The final profile and analysis will result in one of a series of papers to be issued in March 1972 by the United States Commissioner of Education on the state of the profession in the United States.

To obtain the necessary data, AACTE has prepared a questionnaire to elicit information about your EPP programs. In order to expedite the submission of your institution's profile on EPP, we propose to address the questionnaire directly to the person you feel most qualified to deal with this statement. Please indicate on the enclosed postcard who should be the Principal Respondent for your institution, and return it to Dr. Frank H. Klassen.

Let me add that we are aware that on many campuses it is commonplace to note that since there are no programs that send faculty or students overseas, the whole idea of interrational education is outside the scope of the teacher education program. The Association encourages those of you who may feel this way to return the postcard anyway. In doing so, you will receive the questionnaire and, because of the definition of international teacher education employed in this instrument, be able to assist AACTE members in developing innovative programs that will revitalize international education.

Thank you for your cooperation in this very significant endeavor of our Association.

Enc.

Appendix E

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

December 3, 1971

MEMORANDUM

To: Chief Institutional Representative

From: Frank H. Klassen, Project Director

Subject: Naming of your Principal Respondent for the AACTE International Education Survey

Of the 850 colleges and universities comprising AACTE membership, 550 have responded to President Nathaniel Evers' 18 October memorandum by naming the Principal Respondent for the survey of international education in education personnel preparation programs.

It is quite likely that the 18 October memorandum addressed to you was misrouted; as yet, we have not received a response from your institution.

Rather than reiterate here the contents of President Evers' earlier communication, we are enclosing a copy of it for your information. IF YOU RECEIVED IT PREVIOUSLY, PLEASE RECONSIDER YOUR DECISION NOT TO RESPOND. We need the assistance of <u>every</u> AACTE member institution so that we can adequately report the many ways in which an international dimension does indeed pervade the preparation of education personnel for U.S. schools. PLEASE RETURN THE ENCLOSED POST CARD TODAY WITH YOUR DESIGNATION OF THE PRINCIPAL RESPONDENT.

If you have any questions, please do not hesitate to contact any member of the Project Staff listed on the enclosure. Call (202) 293-2457.

Enclosures

Appendix E

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

MAR 8

March 3, 1972

MEMORANDUM

To: Principal Respondent

From: Frank H. Klassen, Associate Director

Subject: Completion of questionnaire on International Education in Education Personnel Preparation Programs

On February 9, 1972, the Association sent you a letter with an enclosed questionnaire and set of instructions regarding your program of professional teacher preparation and aspects of it that might be described as international. AACTE recognizes that the extensiveness of your responsibilities necessitates much of your time being devoted to matters that immediately pertain to your faculty, students and program. Hopefully, you will nevertheless be able to take time to work on your institutional reply.

If you have not received the original correspondence and questionnaire, please let me know and project materials will be sent to you. If you have completed the questionnaire and returned it to AACTE, please ignore this letter and accept our sincere appreciation for the time and effort you and members of your staff have given to this important study.

Appendix E

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

March 22, 1972

MEMORANDUM

To: Principal Respondent

From: Frank H. Klassen, Associate Director

Subject: Completion of questionnaire on International Education in Education Personnel Preparation Programs

In early February, a questionnaire and letter were transmitted to your institution asking for your assistance in determining the scope and focus of your teacher education program as it would pertain to international affairs. To date AACTE has not received a reply from your institution.

The project is endeavoring to gather as much data as possible. AACTE would be amiss in not including a profile for your institution. Consequently, you are asked to take some time to complete the questionnaire and return it to AACTE's Washington office.

If we can facilitate your reply, please contact us.

SECOND REQUEST